

# Competency Levels by Cycle

Elementary School

Québec 



# Competency

## Levels by Cycle

### Elementary School

Direction de la formation générale des jeunes

# Table of Contents

<b>1. Introduction</b>	<b>3</b>
<b>2. Cross-Curricular Competencies</b>	<b>9</b>
<b>3. Languages</b>	<b>19</b>
3.1 English Language Arts	20
3.2 Français, langue seconde (Programme de base)	33
3.3 Français, langue seconde (Immersion)	36
<b>4. Mathematics, Science and Technology</b>	<b>41</b>
4.1 Mathematics	42
4.2 Science and Technology	49
<b>5. Social Sciences</b>	<b>53</b>
5.1 Geography, History and Citizenship Education	55
<b>6. Arts Education</b>	<b>61</b>
6.1 Drama	62
6.2 Visual Arts	71
6.3 Dance	80
6.4 Music	89
<b>7. Personal Development</b>	<b>97</b>
7.1 Physical Education and Health	98
7.2 Moral Education	103
7.3 Catholic Religious and Moral Instruction	112
7.4 Protestant Moral and Religious Education	120

Educational institutions are authorized to reproduce this document in whole or in part for their own needs. If the document is reproduced for sale, the price should not exceed the cost of production.

© Gouvernement du Québec  
Ministère de l'Éducation, 01-01487

ISBN 2-550-39033-4

Legal deposit – Bibliothèque nationale du Québec, 2002



## Foreword

The competency levels presented in this document have been developed by the Ministère de l'Éducation based on the approved version of the Québec Education Program, which focuses on the development of competencies. They take into account the complex, integral and progressive nature of competencies. These sets of competency levels are intended to support the educational approaches of teachers in relation to students' learning and the evaluation of their competencies, as these pedagogical decisions must be based on an appreciation of the students' progress toward set goals.

The Ministère de l'Éducation has made the competency levels available to each elementary school in Québec so that teachers can become familiar with them and put them to use. The layout of the sets of competency levels, which reflects the layout of the Program, should facilitate consultation of the document and its reproduction.

This document replaces the partial, preliminary version of the levels distributed in 2001, under the title *Descriptive Scales for the Evaluation of Competencies*.



# Introduction

The Ministère de l'Éducation provides these competency levels to the schools for the purpose of supporting teachers in their application of the *Québec Education Program*. They describe students' progress and so help teachers to situate the student's level of development of a competency as an integral concept, in order to orient learning or draw up a progress report. Use of the competency levels involves a certain process of assimilation and it is up to the school communities involved to ensure that teachers benefit from various training activities to make maximum use of this instrument.

Serving as guidelines to recognize certain stages in the development of competencies, the competency levels fall within the general field of interpretation by criteria and provide teachers with a common frame of reference to help them interpret their observations and form opinions about the development of competencies. However, the competency levels do not replace the Program. They detail, for each competency, different levels of development along a continuum. Each level must be understood and interpreted in light of the indications provided in the Program.

## A. Design of the competency levels

The competency levels have been developed by teams of teachers and education consultants based on a standard working framework, and then revised by measurement and evaluation specialists before being submitted to validation committees. They are thus the product of a consensus and represent important elements of the Program. All through the process, care was taken to observe the following criteria: conformity with the Program; relevance of elements selected; clarity of descriptions; concise formulations; consistency within each level and between competency levels; observable nature of the elements selected; differentiation of different competency levels.

The sets of competency levels present an overall picture rather than a list of characteristics to be verified separately. In using these levels, teachers are encouraged to step back and identify which of these pictures best corresponds overall to the various data collected on the competency of a student during a given period of time. The competency levels are not, therefore, observation or correction grids. They should be considered as references to be used when interpreting different observations and when forming opinions on the level of competency development by the student. They should not be used as measuring instruments.

The levels correspond to important steps in the development of the competency. For subject-specific competencies, there are two to four levels per cycle. They specify the level a student is expected to have attained by the end of each cycle. This corresponds to the end-of-cycle outcomes in the Program.

For the cross-curricular competencies, there is no reference to the end-of-cycle outcomes in the Program. These levels describe only the developmental trajectory of the competency. This decision does not lessen the importance of the cross-curricular competencies; it simply confirms their distinctive nature. The cross-curricular competencies are composed of four levels for the whole of elementary school.

Each level has been formulated to reflect what is typical and characteristic of a student at a given level of development of a competency. Thus, some behaviours of younger students are discontinued as a result of the learning they acquire or their personal maturation, and are replaced by new ways of acting and approaching situations. The competency levels simply reflect this reality, which is already contained in the formulation of the end-of-cycle outcomes. At each level, the description of the competency level is therefore linked to such factors as the student's degree of autonomy or to the degree of support that he or she needs, the degree of complexity of the situations, the essential knowledges (knowledge, techniques, etc.), the processes to be implemented, and the attitudes required.

Except for the levels that represent the end-of-cycle outcomes for each cycle, the competency levels are not linked to definite points in the school calendar.

## B. Function of the competency levels and their uses

### Support for learning

During the course of a cycle, the competency levels enable teachers to gain an overview of the students' learning in order to situate the development of their competencies. In this way, they serve as an instrument for regulating learning. Periodically, when a teacher has observed and gathered a sufficient amount of relevant information to determine which level best corresponds to the development of a student's competency, the levels can be used to detect possible delays in a student's competency development and to adjust the teaching approach.

This use of the competency levels can also help teachers fill out the report cards that are sent to parents during the cycle. After determining the student's level of competency, the teacher may note certain assessments (depending on the form of report card adopted by the school), such as whether the student is progressing well or with difficulty.

The competency levels also provide important guidelines for planning learning situations. While the levels corresponding to the end-of-cycle outcomes describe what a student is capable of doing at the end of a cycle, the previous levels describe the intermediate levels to be attained progressively. Thus, Level 1 gives teachers indications about the complexity of the learning and evaluation tasks to be introduced at the beginning of Cycle One and the requirements they involve.

### Recognition of competencies

At the end of the cycle, information collected during the course of the cycle is analyzed to situate the student's level of development for each of the competencies at the appropriate level. Therefore, the competency levels serve to help teachers recognize the competencies.

The general formulation of the levels requires persons authorized to work with the student throughout a cycle to exercise their professional judgment, based on pertinent

observations, in the end-of-cycle progress report. If certain aspects of a competency have been marginally acquired, the judgment may call for finer distinctions to indicate this. For example, it could be stated that a student's competency is below a certain level, without necessarily corresponding to the preceding level, or higher than a certain level, without necessarily attaining the subsequent level.

This opinion must then be entered in the end-of-cycle progress report. For subject-specific competencies, taking into account the end-of-cycle outcomes established in the Program and the form of report card adopted by the school, teachers indicate, for example, whether a student has surpassed the expected level, attained the level, partially attained the level or has not attained the level.

Although competency levels cannot be used directly in reports to parents, they can help when communicating information to parents during personal interviews. With the help of explanations and by illustrating aspects of the student's competency based on examples observed, the teacher can help the student and the parents appreciate progress made in the competencies.

The competency levels also serve as a communication tool for teachers within the same school or in other schools. Using the levels, teachers can determine how students are progressing in their learning and more clearly share information that can support the progress of students within a given cycle or from one cycle to another. For example, teachers will all have the same concept of what is expected.



## C. Comments

- In order to situate the development of a competency for a particular student, the teacher must first gather a wide variety of information by assigning the student different tasks designed to enable him/her to mobilize his/her resources in meaningful contexts. Hence, the development of learning and evaluation tasks includes developing means to gather the appropriate data (appreciation grids or tests, for example).
- Some subjects do not appear in the subject-time allocation until Cycle Two of elementary school, although the Program includes a competency from each of these subjects to be developed in Cycle One. This is the case for *Social Sciences* and *Science and Technology*. Cycle One teachers must therefore integrate these competencies into other subjects, but no levels are presented for these Cycle One competencies.
- Specialists in the elementary school interact with a large number of students during a set number of working hours per week. This fact should be taken into consideration when organizing the cycle teams and using the competency levels.
- The competency levels present the development of competencies prescribed by the Program in terms of the specifications that are formulated in the Program. Given that implementation of the Program was still in its early stages when these levels were being developed, it was not possible to carry out observations of students' competency development directly in the classroom. In future, the formulation of the levels may be adjusted or extended, and it may be possible to illustrate them with some typical examples based on observation of students. (The term exemplars is used to identify such examples.)

*When special considerations apply to the competency levels for a given subject, a short text precedes the introduction and provides additional information.*

## In summary

### USES FOR THE COMPETENCY LEVELS

### RECOMMENDED

Yes No

• To adapt teaching strategies according to the level of development of a competency for a particular student	✓	⇒	Periodic use of the competency levels supports the regulation of teaching and pedagogical adjustments
• To situate the competency of a student, based on observations made during a single evaluation task	✓	⇒	The student must be given several opportunities to demonstrate his or her competencies and a variety of observations must be made
• To use the competency levels as a measuring instrument	✓	⇒	The competency levels are to be used to interpret observations, not to collect them
• To illustrate a student's progress in the competencies during a meeting with his or her parents	✓	⇒	For example, the teacher may use work done by the student to show the development of his or her competencies
• To associate Levels 1, 2 and 3 with labels such as weak, average, strong	✓	⇒	The competency levels enable teachers to situate the development of a competency without comparing the students to one another
• To draw up the end-of-cycle progress report for a student, taking into account the observations of the cycle team	✓	⇒	The end-of-cycle progress report must be based on the consensus of the cycle team regarding the level of development of the competencies
• To formulate official requirements for the end of a level or for the first year of a cycle	✓	⇒	The Program introduces a cycle-based approach which defines outcomes for the end of the last year of a cycle

# Chapter

# 2

## Cross-Curricular Competencies

**Competency 1: To use information****Level 1**

The student tries to answer simple questions that are either his/her own or suggested to him/her by looking for information mainly in his/her immediate surroundings. The student observes, listens to stories and descriptions, and pays special attention to the items of information that are submitted to him/her. With help, the student sorts information based on simple categories. Often, the student can explain where he/she found the information.

**Level 2**

With help, the student formulates his/her questions or expresses his/her needs. To find answers, he/she explores information sources placed at his/her disposal. Based on suggested categories, the student begins to be able to identify relevant information. Based on the goal pursued, the student begins to make connections between what he/she already knows and new information. With help, the student organizes the information. The student can explain where he/she found the information.

**Level 3**

The student formulates questions and consults various information sources in order to answer them. The student is able to identify relevant information sources and, based on a few categories, selects the relevant information. Based on the goal pursued, the student makes connections between what he/she already knows and new information. The student organizes the items of information using the models provided and can partly or fully explain why he/she chose the information.

**Level 4**

The student formulates more specific questions and chooses several information sources in order to answer them. The student quickly and accurately identifies the relevant information sources. He/she selects, compares, groups and organizes the items of information he/she feels are relevant in light of the goal pursued. The student makes connections between what he/she already knows and new information and occasionally anticipates new ways of using the information gathered. The student evaluates his/her procedure using criteria among those suggested to him/her.

## Competency 2: To solve problems

### Level 1

Given a relatively simple situation, the student partly explains why it poses a problem for him/her or his/her immediate surroundings. The student can list a few elements of the problem. With constant help from the adult, he/she formulates at least one possible solution. With step-by-step guidance, the student applies the solution. With help, he/she adjusts it as needed. The student identifies successful actions and the difficulties encountered.

### Level 2

Given a situation, the student partly explains why it poses a problem for him/her or his/her immediate surroundings. The student lists elements of the problem. Taking into account the resources placed at his/her disposal and with adult guidance, the student formulates possible solutions. He/she chooses the solution that he/she feels is the most appropriate, given the context. With adult guidance, the student applies strategies to implement his/her solution and adjust it as needed. The student evaluates his/her procedure through guided questioning.

### Level 3

Given a situation, the student explains why it poses a problem for him/her or his/her surroundings. The student selects the most relevant elements of the problem. Taking into account the resources placed at his/her disposal, the student formulates possible solutions and validates them with help from the adult or classmates. The student chooses the solution that he/she feels is the most appropriate, given the context. With help when needed, the student then implements the solution using strategies that he/she finds effective. With help from the adult or classmates, the student explores new possible solutions and adjusts his/her action. With adult guidance, the student evaluates his/her procedure and suggests desirable improvements.

### Level 4

The student explains why a situation poses a problem for him/her or his/her surroundings. The student selects the main elements in order to solve the problem. Taking into account the resources placed at his/her disposal, the student looks for various possible solutions. He/she persists when he/she cannot find them immediately. The student considers the requirements and consequences of a few solutions and chooses the one that he/she feels is the most appropriate, given the context. The student then implements the solution using effective strategies. He/she accepts the fact that this may lead to new possible solutions. He/she evaluates his/her procedure and suggests desirable improvements. With the teacher's help, the student sees other situations to which the solution could be applied.

**Competency 3: To exercise critical judgment****Level 1**

The student becomes aware of a question or situation that may pose a problem in his/her immediate surroundings or for himself/herself. With help, he/she is able to formulate the question or identify the situation. The student can distinguish between what is allowed and what is forbidden. He/she roughly verifies the facts. Occasionally, the student is able to make connections between facts and consequences. He/she can also occasionally take others' opinions into account, but it is still difficult for him/her to tell the difference between what he/she does not like and what is bad. The student is able to say what he/she likes and does not like, but cannot always explain why.

**Level 2**

The student explores different aspects of a question or situation. With the adult's help, the student verifies the accuracy of the facts. He/she is not always able on his/her own to make the connections between the facts and their consequences for himself/herself and others. He/she forms an opinion that takes into account a certain number of elements or adopts the opinion of another person or a group. The student is able to justify his/her position.

**Level 3**

The student formulates a question or describes a situation and defines some of the issues it involves. He/she verifies the accuracy of the facts and makes connections between the facts and their consequences for himself/herself and others. The student is able to identify criteria or values in his/her environment on which to ground his/her opinion. His/her opinion is fairly consistent with the facts observed or cited. Occasionally, he/she is able to express a well-thought-out opinion that takes the context into account.

**Level 4**

The student can understand the issues involved in a situation or question. He/she verifies the facts cited with a certain amount of method. He/she makes relevant connections between the facts and their consequences, taking himself/herself and others into account. He/she can tell the difference between what he/she does not like and what is bad. The student can formulate the values, principles, rights and duties on which he/she will ground his/her judgments. The student can express his/her judgments articulately and takes others' into account when expressing his/her own. His/her judgments are consistent with the facts observed or cited.

## Competency 4: To use creativity

### Level 1

With constant help, the student explores a creative situation. He/she is able to draw ideas some suggestions. With help, he/she is able to make connections between the elements of his/her creation. The student uses the resources placed at his/her disposal to explore certain combinations and give free rein to his/her imagination. With help, the student discovers strategies and techniques that he/she can use to produce diverse creations. The student becomes aware of his/her preferences. Based on a clear example, he/she can describe the steps he/she has taken.

### Level 2

With occasional help, the student explores the overall situation from various angles in order to create. The student is able to use some of the creative ideas he/she had. He/she is aware of the originality of some of the connections among the elements of his/her creation. With help, the student uses various resources and tries different combinations, strategies and techniques. He/she also becomes aware of some of the emotions he/she feels while engaged in creative work. The student is able to make simple connections between the elements of his/her creation and begins to qualify his/her satisfaction with his/her work. He/she can describe some of the steps of his/her creative process.

### Level 3

The student imagines, in action, various ways of creating. The student varies his/her sources of inspiration and tries different combinations of resources by using diverse strategies and techniques. He/she explores intuition and logic, and starts to show originality in the connections he/she makes between the elements of his/her creation. The student begins to see similarities and differences between his/her own creative work and that of others. The student begins to show autonomy in his/her creative process and can express his/her level of satisfaction with regard to his/her work. With help, the student can name his/her emotions and describe the steps of his/her creative process.

### Level 4

The student plans and organizes the elements involved in his/her creative project in an effective way. The student shows both logic and intuition and regularly demonstrates originality in the connections he/she makes between the elements of his/her creation. The student uses all kinds of resources to develop ideas from different sources of inspiration. To do so, he/she chooses relevant strategies and techniques. The student sees similarities and differences between his/her own creative work and that of others. The student shows autonomy in his/her creative process and can generally name the emotions he/she feels while engaged in creative work. The student is able to reflect on his/her personal creative process and can clearly describe the steps it involves. He/she can also express his/her level of satisfaction.

**Competency 5: To adopt effective work methods****Level 1**

With help, the student explains in his/her own words the objectives and instructions related to the task. He/she recognizes a few resources and the main steps involved in the suggested procedure. The student uses his/her workspace and the materials placed at his/her disposal according to the instructions given. With the adult's help, he/she learns to apply learning strategies and simple procedures. With constant supervision, the student performs the tasks by following most of the instructions. He/she becomes aware that he/she may experience success and difficulties when performing a task. He/she recognizes situations in which he/she applied a similar procedure.

**Level 2**

The student begins to show a certain degree of autonomy when analyzing a task that he/she must perform. With help, the student identifies a few resources and the steps needed to perform the task. He/she applies a suggested procedure and begins to manage his/her time and workspace as well as the materials placed at his/her disposal. With the adult's help, he/she learns to apply learning strategies and relevant procedures. With constant supervision, he/she performs the tasks by following most of the instructions. He/she makes sure that he/she is following the suggested procedure. The student shows persistence in performing the task. He/she identifies his/her successes and difficulties. He/she begins to identify situations in which he/she can apply what he/she has learned.

**Level 3**

The student begins to show a fair degree of autonomy and some efficiency when analyzing a task that he/she must perform. With little supervision, the student identifies the resources and steps needed to perform the task. He/she chooses a procedure among those suggested and begins to effectively manage his/her time and workspace as well as the materials placed at his/her disposal. When asked by the adult, he/she begins to select and apply relevant learning strategies. He/she regularly reviews the planning and elements or steps of the procedure. The student shows perseverance in performing the task and identifies the successes and difficulties experienced. He/she also identifies possible improvements in performing other tasks. With only occasional help, he/she performs tasks effectively and submits work in keeping with the instructions given. With help, he/she identifies situations in which he/she can apply what he/she has learned.

**Level 4**

The student shows autonomy and efficiency when analyzing a task that he/she must perform. With occasional supervision, the student makes a list of the resources and steps needed to perform the task. He/she has a clear understanding of the goals pursued. He/she determines a relevant procedure and effectively manages his/her time and workspace as well as the materials placed at his/her disposal. When asked by the adult, he/she selects and applies relevant learning strategies on his/her own. As needed, he/she reviews the relevance of the steps taken as well as the order in which they are taken and changes his/her planning or certain elements as needed. The student completes the task in spite of the difficulties encountered. He/she submits work in keeping with the instructions given. The student identifies the successes and difficulties experienced and makes connections between his/her procedure and the quality of his/her work. The student identifies possible improvements as to the performance of other tasks and finds situations in which he/she could apply the knowledge, learning strategies and procedure he/she used.



## Competency 6: To use information and communications technologies (ICT)

### Level 1

The student learns to use the keyboard and mouse. With help, the student becomes familiar with the hierarchical organization of information and with the basic functions of the operating system. He/she gradually learns the vocabulary of ICT and the symbols associated with computer technology. The student learns the basic procedures and uses simple applications to perform tasks and do work, with the help of tutorial software. He/she explores this software, asking for help when needed. The student can follow a visual guide to procedures. He/she can name most of the computer peripherals and basic procedures.

### Level 2

The student associates symbols with basic functions and can also name them. The student makes adequate use of the keyboard, mouse and data storage media. He/she uses basic software applications to perform tasks. With help, he/she learns to use the simpler functions of basic software applications (word processing, drawing and vector graphic programs, spreadsheet). He/she begins to recognize the functions that are common to all applications and those that are specific to each application. The student follows the troubleshooting procedures suggested by the adult or asks for help. He/she explains his/her procedure, names the software used and recognizes his/her successes and difficulties.

### Level 3

With little help, the student uses hierarchically organized information and masters the basic functions of the operating system as well as the functions common to the different software programs used. He/she does searches on CD-ROMs and adequately uses the basic functions of software tools. He/she learns how to choose software suited to the task to be performed. He/she also learns to select and reorganize information. He/she transfers text and illustrations from one application to another. With constant help, the student begins to use E-mail functions and Web browsers. With little help, he/she learns to store information. He/she explores and uses troubleshooting strategies. He/she explains his/her procedure and names the functions used.

### Level 4

The student masters the vocabulary of ICT. He/she is comfortable using the operating system, computer and peripherals as well as the main functions of the software utilized. To perform tasks or create projects, he/she searches for, finds, selects, stores and organizes information using CD-ROMs, a local area network, the library catalogue, databases and on-line directories. The student can choose software suited to the task to be performed. He/she selects the relevant information and reorganizes it according to a logical classification. With little help, he/she transfers data, navigates the Internet and knows how to use the basic E-mail functions. He/she learns the etiquette and ethics of Internet use. He/she explores new troubleshooting strategies. He/she explains his/her procedure such as the functions used and recognizes his/her successes and difficulties. The student evaluates his/her work and identifies possible improvements.

**Competency 7: To construct his/her identity****Level 1**

With adult help, the student learns to identify his/her tastes, interests, and physical, cognitive, emotional and social needs. He/she observes that they are sometimes similar to and sometimes different from those of others. The student gradually becomes aware that he/she belongs to groups based sometimes on his/her tastes or personal preferences and sometimes on his/her background. With adult help, the student expresses and identifies his/her feelings and carries out his/her intentions by imitating models or through more personal actions under adult supervision. The student can express what he/she has just experienced and, when guided by the questions of the adult, can recognize whether an action is good or bad for him/her, and whether he/she successfully carried out an activity.

**Level 2**

With help, the student makes connections between his/her perceptions, feelings, reflections and reactions. With adult guidance, the student describes himself/herself by identifying his/her characteristics and those of others. The student gradually realizes that certain differences are specific to him/her as an individual while others are related to his/her belonging to a group. He/she can identify a few of these differences. The student begins to be able to give the reasons that justify his/her actions. He/she is capable of recognizing tasks he/she likes and those he/she likes less and responds to instructions. The student begins to take risks, relying on strengths he/she recognizes in himself/herself. The student evaluates his/her process with the adult's help and recognizes some of his/her strengths and weaknesses.

**Level 3**

The student takes actions and makes decisions that generally express his/her thoughts and feelings. The student realizes that his/her actions provoke reactions on the part of others and have consequences for himself/herself. He/she reflects on whatever limits his/her capacity to act. The student can participate in establishing simple instructions. He/she begins to realize that he/she is responsible for his/her actions and their consequences. With adult help, the student can identify the motivations that influence his/her thinking, behaviour and speech. He/she makes choices based on the strengths he/she recognizes in himself/herself. The student evaluates his/her process and identifies desirable improvements.

**Level 4**

The student exercises a certain amount of control over his/her reactions as he/she understands certain connections between his/her reactions and his/her perceptions, feelings and reflections. The student is able to explain these connections when questioned by the adult. The student begins to adopt certain models and reject others, and justifies his/her choices in terms of personal values or those of his/her community. He/she generally takes responsible actions and also generally anticipates their consequences for himself/herself and others. The student fairly specifically identifies the motivations that influence his/her thinking, behaviour and speech. With adult help, the student learns to accept criticism from others. The student begins to express feelings of success or failure based on his/her own values rather than others' reactions. The student evaluates his/her process and can identify his/her strengths and the behaviours he/she needs to improve.

## Competency 8: To cooperate with others

### Level 1

The student learns to listen to the ideas and needs of others, and to express his/her own ideas and needs. With adult encouragement, the student shares the materials placed at his/her disposal as well as his/her games, learnings and discoveries. Based on the adult's positive comments during group tasks, the student is able to recognize the contributions of at least a few classmates. The student learns to respect others and becomes aware that he/she sometimes has prejudices. With help, the student speaks in a relevant manner. He/she learns to establish rules of conduct in a group and to follow the rules established. The student also learns to follow the planning proposed or chosen to carry out group tasks. With adult help, the student can recognize and identify a few behaviours that help or hinder the successful completion of the group tasks in which he/she is involved.

### Level 2

The student gradually becomes aware that he/she is a member like any other in a group and that others must be able to express their needs. With help, the student communicates his/her ideas, questions and new learnings. He/she becomes more respectful of others, is receptive to the ideas of others and adapts to the changes these ideas entail. With adult help, the student makes suggestions to the group. He/she follows the planning proposed or chosen and the rules established by the group. He/she learns to help others and ask for help. The student is able to explain why some tasks are easier when done with others rather than alone. Occasionally, the student recognizes the contribution of a classmate by encouraging, thanking or congratulating him/her. The student learns to establish team strategies. The student takes part in group activities of his/her own initiative or when asked by others. With the adult's help, the student is able to work within simple cooperative structures and to recognize the strong and weak points of the results achieved through cooperation.

### Level 3

The student is more and more aware that he/she is part of a group and allows all members of the group to express their needs. Occasionally, he/she asks for help and is willing to help others. The student speaks in a relevant manner to express his/her ideas or question others' ideas. Based on others' comments, he/she makes suggestions and proposals and backs them up, with or without the adult's help. The student, of his/her own initiative, proposes rules of conduct, a simple plan and changes as needed. He/she follows the rules established by the group. On his/her own, the student applies more complex cooperation structures. Generally, he/she takes part actively in group tasks. He/she is able to identify the contribution of each team member, including his/her own, in terms of both the task carried out and the atmosphere within the team. The student recognizes prejudices or stereotypes that may influence his/her judgment. With help, he/she tries and selects relevant team strategies and adjusts them as needed. The student recognizes the advantages of teamwork for certain tasks. He/she can appreciate the value of the result and identify points to be improved in the next group task.

### Level 4

The student not only participates in group discussions but also occasionally solicits the opinions of other members. The student readily asks for help from others or helps others as needed. While the student actively listens to others say, he/she uses his/her right to speak in an appropriate manner to undertake group tasks within complex cooperation structures, the rules of which he/she can easily explain. As needed, the student suggests changes to the procedure or rules and can justify his/her choices by citing factors that help or hinder the performance of group tasks. The student participates actively in group projects and appreciates the active participation of others in group tasks. He/she becomes familiar with the different roles involved in cooperation. The student recognizes power imbalances, if any, within the group and learns to negotiate compromises. The student readjusts his/her strategies as needed. He/she is supported and guided by the adult as warranted by circumstances. The student evaluates his/her process and can identify the elements that facilitated or hindered cooperation as well as strategies to be used in the next group task.

**Competency 9: To communicate appropriately****Level 1**

The student spontaneously structures the content of his/her message in action. He or she explores several modes of communication (written, nonverbal, verbal, visual) and learns their rules and basic codes. With the adult's help, the student shows gradually more interest in what others say and do. With help, he/she becomes aware of the effects produced by the different modes of communication he/she uses to express himself/herself and communicate. The student improves certain weaknesses in his/her language skills and certain attitudes with respect to communication.

**Level 2**

The student structures the content of his/her message based on his/her experiences and interests without necessarily taking the recipients into account. The student learns to express himself/herself clearly and coherently. With help, the student prepares and conveys his/her message, taking into account some of the requirements of the situation and some rules specific to the mode of communication he/she is using. In discussions, the student gradually becomes interested in others' reactions and comments. With help, the student learns to examine the effects of the different modes he/she uses to express himself/herself and communicate.

**Level 3**

The student communicates with a fair degree of clarity. The structure of his/her message follows a certain logic. The student begins to make coherent connections between the parts of his/her message and generally takes the recipients into account. The purpose of the communication is partly expressed. With or without help, the student begins to plan his/her communication activities. The student is able to structure his/her message by taking into account most elements of the codes and rules specific to the mode of communication used. The student listens to others' viewpoints with respect. He/she identifies some success factors and suggests possible improvements. The student expresses himself/herself with some ease and is occasionally able to generate considerable interest.

**Level 4**

The student's communications are very clear. The structure of his/her message follows an appropriate logic. He/she makes coherent connections between the parts of his/her message. The message is adapted to its recipients. The student clearly expresses the purpose of his/her communication. The student expresses himself/herself with ease, using different modes of communication. The student is now more aware of the recipients and shows greater concern for the factors conducive to successful communication. The student often generates interest. He/she follows the rules learned and respects the particularities of the codes specific to the mode of communication used. The student takes interest in others' comments and messages. If appropriate, he/she listens actively. The student is able to analyze his/her messages, regularly evaluates them and considers possible improvements.

# Chapter

## 3

## Languages

## 3.1

## English Language Arts

Competency 1: To read and listen to literary, popular and information-based texts

Cycle One

## Level 1

With guidance and in a trial-and-error fashion, the learner uses meaning-making strategies such as: knowledge about the way books work; knowledge about the relationship between sounds and symbols (graphophonics); making appropriate word substitutions at times and rereading to self-correct; and relying on pictures and other graphic representations to locate specific information and ideas. As a response to literature, the student retells the story and shares favourite parts. S/he selects preferred samples of work to share with teacher, family and peers.

## Level 2

With guidance, the learner uses some meaning-making strategies in a trial-and-error fashion. For example, s/he asks questions to adjust and clarify meaning. When prompted by the teacher, s/he predicts and confirms and reads on as a self-correcting strategy. The learner reads favourite literary, popular and/or information-based texts appropriate to her/his age, interests and abilities. S/he expresses likes and dislikes as a response to literature. With guidance, in teacher conferences, the learner talks about her/his reading preferences.

## Level 3\*

With guidance, the learner develops and uses a repertoire of meaning-making strategies acquired in a trial-and-error fashion. S/he develops a range of favourite literary, popular and information-based texts appropriate to her/his own age, interests and abilities. The learner responds to the text in light of her/his own experiences and peer/teacher discussions. In teacher conferences, s/he talks about her/himself as a reader.

\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.

**Level 4**

The learner, in a trial-and-error fashion, uses reading strategies such as rereading, adjusting pace and reading-on. S/he discusses responses with others. The learner moves beyond initial response and uses different ways of responding such as media (drama and art) and writing. S/he locates similar structures and features in texts of the same type and identifies some structures and features of familiar text types. The learner compares previous preferences with current favourites. S/he expresses her/his own interests and preferences in reading and discusses them with others.

**Level 5**

The learner uses knowledge of common reading strategies in order to get at meaning, for example, knowledge of common language patterns (syntax), self-correcting strategies and making substitutions consistent with meaning. S/he shares new or interesting information gained from the text. S/he compares texts that are familiar, such as recognizing the same theme or idea developed in different ways. The learner makes cross-curricular connections between texts. S/he identifies in teacher/peer discussions some of her/his own reading interests and choices.

**Level 6**

The learner uses some familiar reading strategies more systematically when her/his process of making meaning is disrupted. S/he makes personal connections to the texts s/he reads, hears and views. In peer/teacher discussions, s/he asks questions about the text as a way of seeking clarification and enrichment of her/his interpretations. The learner uses reading as part of the process of acquiring information, solving problems, and thinking creatively and critically. With guidance, the learner describes her/his profile as a reader and how s/he goes about reading. The learner gives reasons for her/his reading choices when guided by the teacher.

## Competency 1: To read and listen to literary, popular and information-based texts

## Cycle Three

## Level 7

With guidance, the learner uses different reading strategies according to the text type. For example, the learner predicts, confirms and infers when prompted by the teacher. S/he participates in literature circle to discuss own responses to texts as well as the responses of others. The learner locates similar structures and features in texts of the same type. S/he transfers to own writing some of the known structures and features of texts. S/he converses with the teacher and peers about how s/he makes personal selections of favourite books. S/he extends reading repertoire beyond favourites when encouraged by peers and teacher. The learner identifies own purposes and uses of reading.

## Level 8

The learner uses different reading strategies according to the text type. For example, the learner questions and talks with others to clarify interpretations of texts. With guidance, s/he asks questions and makes inferences about the view of the world represented in the text. The learner converses with the teacher about preferred texts. When prompted, s/he discusses structures and features of texts and their impact on the reader. The learner compares own responses with those of others. S/he distinguishes attainable and unattainable goals at a beginner's level, and distinguishes short and long-term goals. S/he keeps a record of changes in own reading tastes and approaches.

## Level 9

The learner selects with greater control appropriate reading strategies to construct meaning. When meaning breaks down, s/he adjusts strategies to suit both the purpose for reading and the text type. The learner reads a range of text types critically. When prompted, s/he compares content, and structures and features of the text with those in her/his repertoire. The learner works with peers as sources of enrichment and interpretations of texts. The learner gives reasons for her/his personal selections that may be within one text type. When researching a personally relevant topic, s/he reads, views and listens to a variety of sources. The learner sets specific short-term goals in reading, and monitors her/his progress by selecting and explaining representations.



**Level 1**

The learner uses pictures, symbols and/or signs that are integrated with print. S/he expresses ideas and feelings, draws on prior experiences and personal memories, and tells and retells stories in writing. S/he may talk about her/his own writing. The learner experiments with common structural patterns drawn from reading and viewing familiar texts. S/he uses approximations, and incorporates some frequently used spelling patterns. S/he also experiments with common structural patterns drawn from reading and viewing familiar texts. The learner focuses on the pleasure s/he takes in writing and in talking about it with teacher and peers.

**Level 2**

The learner produces texts that incorporate structures and features of highly familiar texts into her/his own expressive writing. S/he participates in brainstorming sessions. When invited, the learner shares her/his own writing with peers and asks for suggestions in the role of writer. The learner uses visual strategies for spelling. S/he experiments with writing that suits intended purpose and audience, such as playing with print and format for invitations and greeting cards. The learner makes decisions about her/his own writing, such as trying to write as a favourite author. The learner talks about some writing strategies and about favourite pieces of writing with the teacher.

**Level 3**

The learner produces a range of text types that are expressive and deeply personal for a familiar audience of peers, family and friends. S/he uses signs, symbols, illustrations and words to communicate in combinations that are both deliberate and experimental. The learner demonstrates that talk is essential to her/his writing process, and talks about the books she hears, reads and views. While most writing is exploratory and goes no further than an initial draft, s/he may choose to try a few revision strategies (talk) for personally significant pieces. The learner uses invented spelling that demonstrates her/his growing awareness of written language conventions and uses these in a trial-and-error fashion. S/he chooses her/his own topics and purposes for writing in order to produce personally meaningful texts for a familiar audience of peers, family and friends. With guidance from the teacher, the learner chooses and talks about personally significant pieces of writing.

## Competency 2: To write self-expressive, narrative and information-based texts

## Cycle Two

## Level 4

The learner produces a variety of texts that serve a self-expressive function. S/he identifies purpose for writing, and uses structures and features of familiar texts in her/his own writing. The learner rereads own writing with a focus on making meaning. With guidance from teacher and in collaboration with peers, s/he finds and corrects a specified error. The learner uses spelling strategies such as phonetic representation, visual patterns, common letter sequences and common structural patterns when writing. S/he integrates some basic writing conventions in own writing on a trial-and-error basis, such as rules for plurals. The learner talks about her/his writing on a regular basis. S/he talks about likes and dislikes in own writing when conferring with the teacher. In conferences, the learner focuses on what s/he enjoys about writing.

## Level 5

The learner produces a variety of text types which serve primarily her/his personal interests and purposes. S/he writes for a familiar audience of peers, family and trusted adults. S/he experiments with familiar structures and features of preferred text type, often reworking and reshaping the same text type in different ways. S/he selects own topics, structures and features based on intended audience. The learner incorporates syntactic structures that carry meaning into writing: the structure of a question, a request, an apology, etc. The learner works with peers when editing writing and self-edits with a focus on a limited number of writing conventions at own developmental level. S/he proofreads for known words and checks spelling for words that do not look right. The writer talks about her/his writing on a regular basis. In conferences with the teacher, s/he goes beyond likes and dislikes, and discusses own development over time as a writer.

## Level 6

The learner 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 writes simple, familiar texts using basic syntactic structures to convey meaning. S/he draws on own knowledge of familiar structures and features of texts based on reading, viewing and listening to a rich variety of texts to suit own purposes. The learner uses talk as a key writing strategy. S/he shares her/his writing with peers and the teachers. S/he uses the classroom community to seek and receive immediate responses to her/his writing. With teacher guidance, s/he selects some texts to develop further for specific purposes and familiar audience. The learner uses a growing number of developmentally appropriate spelling strategies in a known and relevant context for writing. The learner experiments with an appropriate language register, given a familiar audience and purpose. With guidance from the teacher, the learner reflects on her/his writing as it develops over time.

## Level 7

The learner produces self-expressive, narrative and information-based texts that reflect an awareness of differing characteristics among text types according to their nature, audience and purpose. S/he may show a preference for a particular text type. Through trial and error, s/he begins to experiment with familiar structures and features of text in own writing, e.g. begins to use dialogue, develop characters in story, etc. The learner shares own writing with peers. S/he questions own text as a writer, and self-edits with a partner for end punctuation, correct spelling and capitalization. S/he also proofreads for known words. The learner collaborates with peers in a specified process for purposeful, guided inquiry. S/he uses a journal to record thoughts and reflections. In conferences with the teacher, the learner initiates talk about some writing strategies and about favourite pieces of writing. S/he keeps samples of texts written for a variety of personal purposes.

## Level 8

The learner produces self-expressive, narrative and information-based texts that reflect an awareness of differing characteristics among text types according to their nature, audience and purpose. For example, in her/his writing, it is evident that s/he differentiates among text types such as postcards, letters and posters. The learner, working within a group, explores strategies for crafting, revising and editing significant pieces of writing. S/he works harder and longer on personally significant pieces. The learner transfers into own writing some features of familiar narrative and information-based texts, e.g. maps and graphs to represent information, as well as some conventions of narrative text: character, dialogue and events. S/he carries out 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. The learner assesses own writing through the lens of self as reader. In conferences with the teacher, the learner talks about her/his own individual learning goals. Using samples of own writing, s/he discusses writing strategies and writing process.

## Level 9

The learner produces self-expressive, narrative and information-based texts that reflect a more complex understanding of texts s/he has experienced. When writing, s/he uses known, familiar, personally significant structures and features of texts, based on purpose, text type and an expanding audience of young children, peers and trusted adults. S/he relies on talk as a writing strategy. Through talk, s/he makes discoveries about some of the decision authors make to craft their writing, and experiments with these in her/his own writing. During the writing process, s/he makes simple editing and revision decisions based on rereading and sharing of drafts; complex texts may require teacher guidance and support. When writing to convey information, s/he follows specific known procedures for organizing and presenting topics. The learner views her/himself as a writer, and uses writing as a means of self-expression, of exploring and of thinking through new ideas, and of solving problems. When reviewing samples of work, the learner selects significant pieces, identifying her/his strengths and setting future learning goals.

## Competency 3: To represent her/his literacy in different media

## Cycle One

## Level 1

Using different media, and incorporating symbols, images, signs, logos and/or words to communicate meanings/messages, the learner produces greeting cards, illustrated picture books, paintings and drawings, illustrations, and covers for favourite books. She/he uses basic tools of media, such as an audio recorder, to listen to or record a story. The learner interprets the messages/meanings of images, signs, symbols and logos by using strategies such as rereading or looking again in order to clarify, and asking questions about events to predict and confirm. The learner makes meaning out of media by brainstorming with peers in group exchanges, drawing on prior knowledge and making connections to own experiences. With guidance, the learner responds to familiar visual objects, such as photographs, and uses them to help construct a view of the world through storytelling. When invited, the learner talks about favourite media texts intended for children.

## Level 2

The learner creates storyboards, posters and signs, booklets, graphs and time lines. S/he can use simple word processing. The learner draws on prior experience with familiar media texts to understand how they are constructed. S/he makes meaning of media texts by sharing responses with peers, and by collaborating with peers to clarify, decode and respond. The learner responds to visual objects, such as photographs, and explores their functions (recording important cultural events and memories). The learner works with the teacher to make associations between her/his co-produced texts and her/his world of friends, family and trusted adults.

## Level 3

The learner demonstrates how media texts work when s/he collaboratively produces personally significant texts, made for an audience of friends, family and trusted adults. S/he reads and produces messages that involve the use of images, signs, symbols, logos and/or words to convey meaning. When invited, the learner makes associations between texts s/he has co-produced and her/his world of friends, family and trusted adults.

**Level 4**

The learner creates multimedia texts such as scripts, storyboards or rough drafts for a familiar audience and with a clear purpose. S/he uses different technologies for the production, such as the VCR and audio recorder, and simple word processing. With guidance, the learner interprets images, signs, symbols and logos in her/his environment for their meanings/messages. S/he asks questions in order to predict meanings/messages. S/he compares structures and features of familiar media texts. The learner makes meaning by brainstorming, drawing on prior knowledge and making connections to own experiences. When viewing media, s/he demonstrates familiarity with media such as television, radio, film, magazines, video, the Internet and CD-ROM. The learner explores and distinguishes features of real and imaginary events and characters depicted in media texts. With guidance, the learner answers questions about media preferences.

**Level 5**

Using different multimedia, the learner plans and produces, in collaboration with others, projects such as comic strips, surveys and instruction booklets. S/he presents productions to an intended audience and seeks feedback. With guidance, the learner rereads and looks again in order to clarify understanding of a text, and recognizes that images, signs, symbols and logos in her/his environment are made by people for different purposes. The learner makes meaning by sharing responses with peers. By identifying structures and features of the medium and text type, s/he clarifies meaning and explains responses. S/he locates texts that entertain and inform by searching the Internet. The learner explores, through discussion, how characters, incidents and/or events in media texts can tell a story that relates to her/his own personal experience. S/he offers a tentative interpretation of feelings, thoughts and motives of real and imaginary characters. When invited, the learner talks about some of her/his viewing and producing strategies.

**Level 6**

Using mixed media, in collaboration with others, the learner produces a range of personally significant media texts for a familiar audience and with a clear purpose. The learner responds to and creates media texts that reflect a tentative understanding of how familiar structures and features of media texts shape meaning. The learner uses her/his growing repertoire of response and production strategies by making predictions, asking questions and returning to the text in order to unlock and/or clarify meaning(s)/message(s) from familiar, age-appropriate media texts. With guidance, the learner discusses the strategies s/he uses to produce and to view media texts.

## Competency 3: To represent her/his literacy in different media

## Cycle Three

## Level 7

The learner produces texts such as photo essays and advertisements, using mixed media and multimedia resources, images and words. In an exploratory manner, s/he discusses purpose, audience and context of a planned production in collaboration with others. The learner identifies how images, signs, symbols and logos in her/his environment contribute to the messages/meanings of media texts. The learner uses familiar structures and features to respond to and produce media texts. In discussions with peers, the learner identifies and discusses some of the ways in which pictures, illustrations, popular symbols, signs and images enhance the message(s)/meaning(s) in media texts designed for young viewers. S/he locates examples from some features of age-appropriate texts that indicate to a target audience how images contribute to the messages/meanings of media texts. S/he uses familiar structures and features to respond to and produce media texts. The learner investigates with teacher guidance how different media text types construct reality. S/he explores how the structures and features of texts shape meaning for audiences. The learner explores and discusses the distinguishing features of real and imaginary events and characters.

## Level 8

The learner produces texts such as a short research project using media and multimedia resources (e.g. computer and VCR). The learner gives initial consideration to criteria for planning a production. When viewing media, the learner rereads and looks again to clarify and extend the understanding of a text. S/he reads charts, maps captions, time lines and graphs to gain information not found elsewhere in the text. In discussions with peers, the learner uses structures and features of familiar text types to respond to media texts. S/he considers 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 information, messages on the computer (multimedia software, E-mail). The learner compares own responses with those of peers in order to extend own understanding. S/he explores how structures and features of texts shape meaning for audiences. In discussions with peers, s/he offers tentative interpretations of the feelings, thoughts and motives of real and imaginary characters. The learner talks about known strategies used to view/read and produce narrative, information-based and popular media texts.

## Level 9

Using mixed-media and multimedia resources, in collaboration with others, the learner produces a variety of media texts that entertain, inform and persuade for an audience of young children, peers and trusted adults. The learner frequently relies upon her/his understanding of the structures and features of her/his growing repertoire of media texts to unlock their message(s)/meaning(s). The learner demonstrates an understanding that a media text can contain more than one meaning/message. In conferences with the teacher to review media productions, the learner 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.

**Level 1**

In unstructured and informal situations, the learner uses language to explore thoughts, feelings and imagination. With guidance, and while working with others, s/he uses appropriate methods to produce and convey spoken texts such as improvisation, choral reading and speaking. In trying out various communication roles, the learner works with the group to plan and present assigned tasks.

**Level 2**

In unstructured and informal situations, the learner uses language to explore and express thoughts, feelings and imagination. S/he takes part in group activities by trying out different roles, making helpful suggestions and taking turns with others. S/he experiments with different ways of communicating such as play acting or improvising and inventing dialogue. S/he employs structures such as sequencing steps and adjusting intonation to convey meaning. With guidance, the learner talks about her/his language development.

**Level 3**

The learner uses language in unstructured and informal situations as a means of exploring, expressing and developing thoughts, feelings and imagination. S/he possesses a limited range of known and effective strategies for working collaboratively. 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. With guidance, the learner identifies her/his language development with reference to specific instances.

## Competency 4: To use language to communicate and learn

## Cycle Two

## Level 4

The learner uses language to explore and express thoughts, feelings and ideas in unstructured and informal situations. With guidance, and while working with others, s/he uses some known strategies to produce and communicate spoken texts such as recounting events. In trying out various roles, the learner interacts with the group to plan and to present a variety of tasks. With guidance, the learner identifies instances of her/his language development.

## Level 5

The learner uses language to explore and express thoughts, feelings and ideas in social interactions. S/he uses some known strategies to produce, order and convey spoken texts such as book talks for a familiar audience. In assuming a variety of roles, the learner interacts with others to solve problems and construct meaning in various ways such as participating in planning, questioning and restating. S/he acts responsibly when working with peers. With guidance, the learner talks about her/his language development.

## Level 6

The learner uses language as a means of exploring, expressing and developing thoughts, feelings and ideas in many varied social interactions. S/he selects, from a growing repertoire, effective methods to produce, order, expand and judge spoken texts for a familiar audience. The learner assumes various roles in communicating effectively. The learner investigates new ways of expressing ideas, solving problems and constructing meaning. S/he acts responsibly when working with peers and demonstrates interest and sensitivity toward the points of view of others. With guidance, the learner self-evaluates her/his language development with reference to specific samples of work.



**Level 7**

The learner participates in and carries out meaningful tasks in a collaborative and supportive classroom context. S/he demonstrates familiarity with some linguistic features and structures necessary for understanding new ideas, such as listening carefully, paraphrasing, and asking for help when needed. S/he conveys own ideas by incorporating obvious verbal and nonverbal cues. S/he participates in group activities and, with guidance, will carry out her/his assigned role.

**Level 8**

The learner participates in and carries out meaningful tasks in a collaborative and supportive classroom context. S/he controls many of the linguistic features and structures necessary for understanding the ideas of others, such as questioning purposefully in order to clarify and extend thinking. S/he presents her/his own ideas and information by experimenting with appropriate language registers to achieve a desired purpose, such as storytelling, role-playing and interviewing. S/he participates in group activities to achieve a specific purpose with a familiar audience. With guidance, the learner talks about instances of her/his language development and her/his contributions to the group.

**Level 9**

The learner organizes and carries out meaningful tasks in a collaborative and supportive classroom context. S/he controls many of the linguistic structures and features necessary to 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 learner assumes responsibility for her/his own learning. With guidance, s/he self-evaluates her/his language development with references to specific samples of work in different learning contexts.

## 3.2 et 3.3

# Français, langue seconde

### – Programme de base

### – Immersion

La fonction première des échelles est de situer le développement des compétences de l'élève et de permettre à l'enseignant de lui apporter son soutien en ajustant son enseignement. Les échelles servent aussi de référence commune qui favorisent la concertation entre les différents intervenants. Elles sont composées d'énoncés à caractère global qui donnent des indications sur les étapes importantes du développement des compétences.

Cependant, pour relever des informations relatives à une activité ou à une tâche en particulier, il est nécessaire de recourir à des instruments conçus à cet effet. Par exemple, une grille d'observation créée en fonction d'une activité de communication orale permettra de relever, entre autres, des indications sur l'intonation, la prononciation ou la pertinence des propos.

Tout au long du cycle ainsi qu'en fin de cycle, les échelles aident l'enseignant (ou l'équipe qui intervient auprès de l'élève) à interpréter les informations recueillies et à émettre un jugement professionnel de qualité sur le développement des compétences de l'élève en français, langue seconde.

## 3.2

### Français, langue seconde • Programme de base

#### Compétence 1 : Interagir en français en se familiarisant avec le monde francophone

1<sup>er</sup> cycle

##### Échelon 1

L'élève participe aux activités liées aux premiers apprentissages en langue seconde. Durant des activités de compréhension ou de lecture faites par l'enseignant, l'élève reconnaît des mots familiers. Il a recours à l'imitation ou à la mémorisation de mots ou de courtes phrases dans le but d'interagir.

##### Échelon 2

L'élève répond à ses interlocuteurs par des gestes, des mimiques, des mots ou des phrases mémorisées. Il utilise des stratégies de dépannage pour poursuivre l'interaction. Il suit les consignes et participe aux travaux collectifs. Il manifeste sa compréhension de textes variés tels des pictogrammes, des séries d'illustrations ou de courtes histoires.

##### Échelon 3\*

L'élève répond aux questions par des gestes, des mimiques, des mots isolés ou de courtes phrases. Il commence à respecter les conventions de communication au cours d'échanges oraux. Il travaille en collaboration au moment de travaux de classe.

#### Compétence 1 : Interagir en français en se familiarisant avec le monde francophone

2<sup>e</sup> cycle

##### Échelon 4

L'élève manifeste sa compréhension des textes lus, vus ou entendus. Au cours d'échanges dans des contextes familiers, il prend des risques en posant quelques questions. Il se soucie de garder le contact visuel et de maintenir un volume et un débit de voix pour être compris. Il contribue à des travaux d'équipe.

##### Échelon 5

Il participe davantage aux discussions de groupe ou aux jeux de rôles. Il pose de courtes questions et répond à celles qui lui sont adressées, tant à l'oral qu'à l'écrit. L'élève comprend le sens de textes simples, qu'ils soient oraux, écrits ou visuels. Il utilise des stratégies d'interaction et d'anticipation de contenu parmi celles proposées.

##### Échelon 6\*

Lorsqu'il interagit oralement en français, l'élève est attentif à l'interlocuteur. Il se soucie des éléments prosodiques et des conventions de communication. 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. Avec de l'aide, il évalue la qualité de sa communication.

\* Le dernier échelon de chaque cycle correspond globalement aux attentes de fin de cycle du Programme de formation.

## Compétence 1 : Interagir en français en se familiarisant avec le monde francophone

3<sup>e</sup> cycle

## Échelon 7

L'élève interagit volontiers en français au cours d'activités ou de travaux collectifs. Il a recours à des stratégies d'interaction et de régulation pour poursuivre l'échange, tant à l'oral qu'à l'écrit. Durant des activités de compréhension ou de lecture, l'élève identifie quelques éléments d'information essentiels au sujet traité.

## Échelon 8

L'élève commence à adapter sa production orale ou écrite aux différents contextes ou destinataires. Il ajuste plus spontanément sa communication en fonction des réactions de l'interlocuteur. L'élève peut, avec un soutien ponctuel, lire un texte simple et adapté à son développement langagier. Avec de l'aide, il peut trouver des moyens pour améliorer sa communication.

## Échelon 9

L'élève participe aux discussions de groupe, aux simulations ou aux jeux de rôles en vue d'échanges possibles à l'extérieur de la classe. Il respecte les conventions de communication durant les interactions planifiées ou spontanées. Il repère les éléments d'information et d'organisation essentiels dans un texte et, avec de l'aide, commence à les mettre en relation avec l'intention de communication.

## Compétence 2 : Produire des textes variés

1<sup>er</sup> cycle

## Échelon 1

L'élève crée des illustrations ou fait des collages accompagnés de mots isolés liés au sujet proposé. Il a recours à divers moyens d'expression, comme les gestes et les mimiques, ou à la mémorisation.

## Échelon 2

L'élève crée des histoires combinant des dessins et des mots. À l'oral, il remplace un ou quelques mots dans une phrase de base. À l'écrit, il sélectionne des mots ou des expressions à partir d'une banque selon une intention de communication ou un sujet suggéré. Il utilise quelques stratégies de production parmi celles proposées.

## Échelon 3

L'élève produit de courts textes d'une ou deux phrases, tant à l'oral qu'à l'écrit. Il se soucie de l'intention de communication et du sujet. Il utilise les ressources linguistiques mises à sa disposition. Il utilise les stratégies de production pour la rédaction de ses histoires en vue de les partager. Avec de l'aide, il porte une appréciation sur sa production.

**Échelon 4**

L'élève produit des textes d'une ou deux phrases, tant à l'oral qu'à l'écrit, liés au sujet et à l'intention de communication. Avec de l'aide, il évalue sa production en comparant son texte à ses premières versions.

**Échelon 5**

L'élève produit de courts textes, tant à l'oral qu'à l'écrit, constitués de quelques phrases simples respectant le sujet et l'intention de communication. Il commence à se soucier de la ponctuation et des éléments d'organisation textuelle. Il fait appel à des stratégies de production et d'évaluation de sa démarche pour améliorer son texte initial.

**Échelon 6**

Les textes de l'élève, constitués de quelques phrases simples, sont suffisamment organisés pour en assurer la compréhension. Il se soucie des éléments de la phrase tels que le genre et le nombre. 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.

**Échelon 7**

L'élève tient compte de l'interlocuteur ou du destinataire dans ses productions. Il produit des textes oraux en se souciant des règles prosodiques et de la prononciation des mots. Dans le but d'améliorer sa production écrite, il choisit et utilise des stratégies de production et d'évaluation. Il compare son texte final à ses premières versions.

**Échelon 8**

L'élève organise des éléments textuels et visuels de son texte afin de mieux respecter l'intention de communication et le sujet choisi. Il a recours aux ressources linguistiques, aux outils de référence ou à ses pairs pour enrichir ses textes. De plus, il utilise des stratégies d'évaluation de sa démarche parmi celles proposées par l'enseignant.

**Échelon 9**

L'élève 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 et l'intention de communication. Il se préoccupe de la qualité de sa production, tant sur le plan du contenu que sur celui de la forme et de la présentation.

## 3.3

## Français, langue seconde • Immersion

Compétence 1 : Interagir en français en découvrant le monde francophone par les textes et les disciplines

1<sup>er</sup> cycle

## Échelon 1

L'élève participe aux activités collectives. Il répond à l'interlocuteur par des mots isolés. En contexte familier, il accomplit une tâche qu'on lui demande de faire. Durant des activités de compréhension ou de lecture, il reconnaît des expressions et des mots qui lui sont familiers.

## Échelon 2

L'élève interagit par de courts dialogues, tant à l'oral qu'à l'écrit. Il répond à l'interlocuteur par de courtes phrases. Il utilise des stratégies de dépannage pour poursuivre ses interactions. Il démontre sa compréhension du vocabulaire des autres disciplines. Il repère les informations essentielles dans de courts textes. Il exprime ses sentiments à l'égard de textes. Il contribue aux travaux d'équipe.

## Échelon 3\*

L'élève communique en français avec différents interlocuteurs dans des situations familières pour lui permettre de satisfaire ses besoins personnels ou scolaires. Il comprend des textes variés constitués de phrases simples, de quelques phrases complexes et comportant un vocabulaire connu. 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 réagit au texte en les liant à ses expériences personnelles. Il réinvestit des éléments propres aux disciplines en les intégrant à sa communication. Il adapte ses interventions à la situation de communication. Avec l'aide de l'enseignant, il utilise des stratégies de régulation pour évaluer sa communication et sa démarche.

\* Le dernier échelon de chaque cycle correspond globalement aux attentes de fin de cycle du Programme de formation.

### Échelon 4

L'élève comprend des textes composés de quelques phrases complexes et comportant un vocabulaire connu. Dans ces textes, il reconnaît des expressions et des éléments d'organisation textuelle et visuelle de l'information. Il communique en français avec ses pairs, dans des travaux d'équipe. Il se soucie des conventions de communication. Il utilise des stratégies d'interaction ou de compréhension lorsqu'il interagit en français.

### Échelon 5

L'élève répond à ses besoins en posant des questions et en sachant répondre à celles qu'on lui pose. Dans ses interactions, il réutilise le vocabulaire, les structures et les concepts liés aux autres disciplines. Il est de plus en plus autonome en lecture. Il utilise différentes stratégies de compréhension pour construire le sens des textes lus, vus ou entendus. Il coopère avec les membres de son équipe dans la réalisation d'une tâche commune.

### Échelon 6

L'élève communique avec des interlocuteurs dans des situations spontanées ou planifiées. Il respecte les conventions de communication. L'élève comprend des textes adaptés à son âge, traitant de sujets familiers et, à l'occasion, de sujets moins familiers. Ces textes variés, issus des différentes disciplines, comportent plus d'information, des phrases à structure plus complexe et un vocabulaire parfois inconnu. Il a recours à des stratégies de régulation pour évaluer, avec ses pairs, sa communication et sa démarche.

### Échelon 7

L'élève participe aux travaux d'équipe dans des rôles variés. Il intègre des éléments d'autres disciplines à ses interactions. Il s'adapte à des situations de communication spontanées ou planifiées. Il choisit les stratégies d'interaction et de compréhension qui lui conviennent parmi celles proposées. Il lit des textes variés avec un soutien ponctuel.

### Échelon 8

L'élève participe à de nombreux échanges avec une ou quelques personnes. Il peut reformuler ses interventions pour tenir compte des attentes ou des commentaires de ses interlocuteurs. Il lit des textes de plus en plus variés. Il démontre de l'ouverture à différents points de vue et exprime ses préférences au regard de ses lectures. L'élève utilise consciemment les stratégies de lecture ainsi que les connaissances liées au texte qui lui permettent de faire les transferts pour s'appropriier les textes issus de différentes disciplines.

### Échelon 9

L'élève échange volontiers des idées en français dans la plupart des situations, tant à l'oral qu'à l'écrit. Il est de plus en plus à l'aise pour entrer en contact avec différents interlocuteurs. Il lit de manière autonome des textes variés et adaptés à son âge. Il peut comparer différents types de textes pour en dégager la structure et les éléments d'organisation textuelle. Il a recours à des stratégies de régulation pour évaluer sa communication et sa démarche, dans le but de les améliorer.

## Compétence 2 : Produire des textes variés

1<sup>er</sup> cycle

## Échelon 1

L'élève produit des textes simples combinant des dessins et des mots en vue de les partager dans des interactions signifiantes. Il remanie des phrases en substituant des mots ou des groupes de mots. Il utilise des stratégies de production parmi celles proposées.

## Échelon 2

L'élève produit de courts textes d'une ou deux phrases, tant à l'oral qu'à l'écrit. Il remanie des textes en substituant certains éléments de phrase. De plus, il intègre un vocabulaire nouveau. À l'aide d'opérations syntaxiques, il découvre de nouvelles structures de phrases. Avec de l'aide, il utilise des stratégies de production et d'évaluation de sa démarche.

## Échelon 3

L'élève produit des textes traitant de sujets liés à la vie courante émanant de situations familiales. Pour ce faire, il s'inspire le plus souvent de modèles déjà présentés. Il se soucie de l'intention de communication. Il a recours à des ressources linguistiques, à ses connaissances antérieures ou à ses pairs pour produire ses textes, qu'ils soient oraux, écrits ou visuels. Avec de l'aide, il évalue son texte en le comparant à ses premières versions.

## Compétence 2 : Produire des textes variés

2<sup>e</sup> cycle

## Échelon 4

L'élève produit des textes traitant de sujets liés à la vie courante et issus de différentes disciplines. Au besoin, il s'inspire de modèles présentés en classe. Il respecte l'intention de communication et se soucie de la qualité de son texte. Il fait appel à des stratégies de production et d'évaluation de sa démarche pour améliorer son texte initial.

## Échelon 5

L'élève produit de courts textes de plus en plus cohérents sous une forme orale, écrite ou visuelle. Il vérifie la pertinence des informations et de certains éléments d'organisation textuelle en rapport avec le sujet du texte et l'intention de communication. Avec de l'aide, il respecte les conventions de l'écrit (orthographe d'usage, ponctuation et connaissances liées à la phrase). Il révisé son texte avec l'aide de ses pairs pour l'améliorer et rendre son message compréhensible.

## Échelon 6

L'élève produit des textes pour répondre à des besoins personnels, qu'ils soient scolaires ou sociaux. Ces textes contiennent plus d'informations pertinentes au sujet et sont plus cohérents. Il évalue sa démarche et peut, avec de l'aide, cibler des éléments à améliorer au moment de la révision.



**Échelon 7**

L'élève produit des textes variés pour lui-même ou pour d'autres destinataires. Il utilise le vocabulaire, les structures et les concepts liés aux différentes disciplines dans ses textes. Il utilise ses connaissances liées au texte ainsi que des stratégies de production pour enrichir ses textes.

**Échelon 8**

L'élève adapte son texte aux divers contextes de production qui lui sont proposés. Il utilise des structures syntaxiques plus complexes et un vocabulaire plus recherché. Il améliore son texte à partir des éléments ciblés à la relecture.

**Échelon 9**

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. Dans ses textes, il utilise des éléments tirés de ses lectures, le plus souvent en exprimant ses préférences. Il est de plus en plus autonome dans sa démarche de production de textes et a recours à l'autocorrection et à l'autoévaluation de ses apprentissages.

# Chapter

# 4

## Mathematics, Science and Technology

## 4.1

## Mathematics

## Competency 1

**TO SOLVE A SITUATIONAL PROBLEM**

With regard to this competency, there are four levels outlined for Cycle One and three levels outlined for each of the other two cycles of elementary school. The four levels associated with this competency in Cycle One are intended to show that it is developed from the very beginning of elementary school. However, these levels should not be viewed as standards to be met by a certain point in the school year during Cycle One.

## Competency 2

**TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES**

The levels for this competency correspond to examples (related to mathematical themes, i.e. arithmetic, geometry-measurement, statistics-probability) of links that the students can establish, which indicate the extent to which they have developed this competency.

In the different situations they face, the students can present their reasoning orally or in writing. When the students are asked to justify their actions or statements (why did you write this? or do that? or why this?), they are being given an opportunity to explain their reasoning. This allows the teacher to better understand the

mathematical concepts and processes they have used, the links they have established and the accuracy of these links, all of which are indicators of the progress made in developing this competency.

Note that the themes are interrelated and that the students should, as much as possible, be encouraged to construct multiple and meaningful links between the different themes through a variety of learning and evaluation activities.

Moreover, a student may not be ranked at the same level when it comes to assessing the extent to which he or she has developed this competency in relation to each mathematical theme. This happens when the student makes faster or slower progress in developing the competency with regard to certain themes or when the teacher lacks significant information that makes it possible to assess the development of the competency in relation to certain themes. In these cases, the student should be ranked at the level that best reflects the overall development of his or her mathematical reasoning abilities.

## Competency 3

**TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE**

There are no levels specifically outlined for this competency. The description of the development of this competency has been incorporated into the levels for the other two competencies because the ability to communicate is essential if the students are to be able to

demonstrate the other two competencies. There are many opportunities to communicate when studying mathematics (e.g. reading or giving instructions, asking or answering questions, explaining your solutions, understanding the teacher, your classmates or other people or making sure they understand you). All these situations allow the students to increase and cultivate their knowledge of mathematical language as they become familiar with mathematical concepts and processes and solve situational problems. The development of this competency is therefore inextricably linked to that of the first two competencies (i.e. solving situational problems and reasoning using mathematical concepts and processes). In addition, because communication requires a certain amount of reflection, it helps the students develop links between mathematical concepts and processes.

Remember that by the end of Cycle One, the students use basic mathematical language and at least one of the following types of representations: objects, drawings, tables, graphs, symbols or words. By the end of Cycle Two, the students use appropriate mathematical language and more than one type of representation, including diagrams. By the end of Cycle Three, the students use exact mathematical language and several types of representations.

## Level 1

The student solves situational problems related to one mathematical theme (arithmetic, measurement, geometry, statistics or probability). These problems involve complete information and can generally be solved in one step. Using objects, words or pictures, for example, he or she determines the task to be performed and identifies the relevant information, usually asking for the help of a resource person. The student shows a limited understanding of situational problems and tends to apply only one strategy (e.g. manipulating objects). The student uses own words to describe certain steps in his or her solutions.

## Level 2

The student solves situational problems related to more than one mathematical theme. These problems involve complete information and, in some cases, must be solved in more than one step. Using objects, words or pictures, for example, he or she determines the task to be performed and identifies the relevant information, calling on a resource person as needed. The student has a partial understanding of situational problems and applies a few strategies (e.g. trial and error). The student uses own words and some mathematical terms to describe certain steps in his or her solutions.

## Level 3

The student solves a variety of situational problems related to more than one mathematical theme. These problems sometimes involve superfluous information and must often be solved in more than one step. Using objects, drawings, tables, graphs, symbols or words, for example, he or she determines the task to be performed and identifies the relevant information, calling on a resource person for some of the more complex situational problems. The student has a general understanding of situational problems and applies a wider variety of strategies (e.g. referring to similar, previously solved situational problems). The student uses own words and sometimes employs mathematical language to describe the main steps in his or her solutions.

## Level 4\*

The student solves a variety of situational problems involving complete or superfluous information. He or she determines the task to be performed and identifies the relevant information by using different types of representations (e.g. objects, drawings, tables, graphs, symbols or words). He or she works out a one- or two-step solution and sometimes checks the final answer. Using basic mathematical language, the student provides an oral or written explanation his or her solutions.

*\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program. However, with regard to the mathematics program, there are differences between the actual end-of-cycle outcomes and levels 4, 7 and 10. These changes make it easier to understand the competency levels, clarify the meaning of certain items and rectify certain problems.*

## Competency 1: To solve a situational problem

## Cycle Two

## Level 5

The student solves a variety of situational problems involving complete or superfluous information. He or she determines the task to be performed and identifies the relevant information by using different types of representations. In answering questions asked by a resource person, the student anticipates the final answer. He or she works out a solution that sometimes involves a few steps. The student usually relies on the help of a resource person throughout the validation of his or her solution (procedure and final answer). Using appropriate mathematical language, the student provides an oral or written explanation of certain steps in his or her solutions.

## Level 6

The student solves a variety of situational problems that sometimes involve implicit information. Using different types of representations, he or she determines the task to be performed or identifies the relevant information, calling on a resource person as needed for some of the more complex situational problems. The student anticipates the final answer and works out a solution that often involves a few steps. In answering questions asked by a resource person, the student finishes validating his or her solution (procedure and final answer). Using appropriate mathematical language, the student provides an oral or written explanation of the main steps in his or her solutions.

## Level 7

The student solves a variety of situational problems involving complete, superfluous or implicit information. He or she anticipates the final answer and works out a solution involving a few steps. Calling on a resource person as needed, the student validates certain steps in his or her solution. Using appropriate mathematical language, the student explains his or her solutions orally or in writing.

**Level 8**

The student solves a variety of situational problems involving complete, superfluous or implicit information. He or she determines the task to be performed and identifies the relevant information by using different types of representations. He or she anticipates the final answer and works out a solution that sometimes involves several steps. After being reminded by a resource person, the student validates his or her solution (procedure and final answer). The student gives a structured oral or written explanation of the main steps in his or her solutions. In his or her written work, the student is careful to follow the rules and conventions governing the use of terms, notation, symbols and types of representations.

**Level 9**

The student solves a variety of situational problems. In some cases, there may not be enough information to solve the problem. Using different types of representations, he or she determines the task to be performed or identifies the relevant information, calling on a resource person as needed for some of the more complex situational problems. The student anticipates the final answer and works out a solution that often involves several steps. The student sometimes validates his or her solution (procedure and final answer). The student gives a structured oral or written explanation of his or her solutions. In his or her written work, the student follows the rules and conventions governing the use of terms, notation, symbols and types of representations.

**Level 10**

The student solves a variety of situational problems involving complete, superfluous or implicit information. In some cases, there may not be enough information to solve the problem. He or she determines the task to be performed and identifies the relevant information by using different types of representations. He or she anticipates the final answer and works out a solution that involves several steps. The student usually validates his or her solution (procedure and final answer). Using exact mathematical language, the student explains his or her solutions orally or in writing.

## Competency 2: To reason using mathematical concepts and processes

## Cycle one

## Level 1

The student represents natural numbers using objects. He or she has difficulty working with natural numbers less than 100. The student adds and subtracts using manipulatives.

The student compares, orders and classifies objects according to one dimension. He or she is able to get his or her bearings in space, to name plane figures and solids and to compare them with objects in his or her environment.

Through experimentation, the student determines the possibility of a particular outcome in an experiment involving chance. With help, he or she derives information from tables, bar graphs or pictographs.

## Level 2

The student reads, writes and orders natural numbers less than 100. He or she may have difficulty depending on the size of the numbers. The student recognizes some of the meanings of operations involving addition and subtraction. He or she can add and subtract natural numbers mentally or in writing using his or her own processes.

The student estimates and measures the dimensions of objects using unconventional units of measure. He or she compares and constructs certain solids.

The student predicts the likelihood of an event using the terms "certainty," "possibility" or "impossibility." He or she interprets the information in bar graphs or pictographs. With help, he or she gathers information, organizes it in a table and provides a simple interpretation of the data.

## Level 3

The student shows an understanding of the meaning of natural numbers less than 1 000. The student makes connections between addition and subtraction, recognizes their different meanings (e.g. adding, uniting, taking away) and is proficient at estimating the result of these operations. The student can add and subtract natural numbers mentally or in writing using his or her own processes.

The student estimates and measures time using conventional units and lengths using conventional and unconventional units. He or she chooses the unit of measure most appropriate for measuring a given length. He or she compares and constructs plane figures and solids.

The student predicts the likelihood of an event and enumerates the possible outcomes of a simple random experiment (e.g. rolling dice, coin toss). He or she gathers data (questionnaire, measuring instrument, information sources) and organizes it in a table. He or she depicts the information using a bar graph or pictograph and provides a simple interpretation of the data.

## Level 4

The student has a partial understanding of decimals. He or she needs help to read, write and represent decimals. The student adds and subtracts natural numbers using conventional processes.

The student estimates and measures time, establishes relationships between the units of length and describes prisms and pyramids.

The student simulates simple random experiments, gathers information and makes observations based on this data. For example, he or she observes that the number 6 came up 3 times when a die was tossed 20 times. He or she interprets the results of a study by examining a broken-line graph.

## Level 5

The student reads, writes and orders natural numbers less than 100 000. He or she has a partial understanding of fractions and makes connections with decimals. The student recognizes certain meanings of multiplication and division. Mentally or in writing, he or she can multiply and divide natural numbers using his or her own processes.

The student estimates, measures or calculates surface areas using unconventional units and locates objects in a plane. He or she constructs frieze patterns and tessellations by means of reflections.

The student shows an understanding of the concept of chance by using expressions such as "just as likely" and "less likely." He or she uses a broken-line graph to depict the information taken from a study.

## Level 6

The student shows an understanding of the meaning of natural numbers less than 100 000 and of decimals with up to two decimal places. He or she represents and recognizes fractions using diagrams. The student makes connections between the four operations, recognizes their different meanings (e.g. adding, uniting, taking away, rectangular arrangement, sharing) and is proficient at estimating the result of these operations. Mentally or in writing, he or she performs operations that involve natural numbers, using his or her own processes and conventional processes for addition and subtraction. Mentally or in writing, he or she adds and subtracts decimals with up to two decimal places.

The student estimates, measures or calculates lengths (including perimeters), using conventional units of measure. He or she chooses the unit of measure most appropriate for measuring a given length. He or she estimates, measures or calculates surface areas and volumes using unconventional units of measure. He or she can also estimate, measure or calculate time. He or she classifies quadrilaterals. He or she constructs frieze patterns and tessellations by means of reflections.

The student enumerates all the possible outcomes of a random experiment based on simulations. He or she gathers data (questionnaire, measuring instrument, information sources) and organizes it in a table. He or she uses graphs to depict the data and interprets the information.



## Competency 2: To reason using mathematical concepts and processes

## Cycle Three

## Level 7

The student compares fractions and recognizes equivalent fractions. The student makes connections between operations, recognizes their different meanings (e.g. adding, uniting, taking away, rectangular arrangement, sharing) and is proficient at estimating the result. Mentally or in writing, he or she performs operations that involve natural numbers, using conventional processes.

The student estimates, measures or calculates lengths and surface areas. In each case, he or she establishes relationships between the units of measure. He or she locates objects in the Cartesian plane. He or she constructs frieze patterns and tessellations by means of translations.

The student enumerates the possible outcomes of a random experiment using tables or tree diagrams. He or she interprets the results of a study by examining a circle graph.

## Level 8

The student reads, writes and orders natural numbers less than 1 000 000. He or she knows how to work with numbers expressed as fractions or decimals. The student makes connections between the operations, recognizes their different meanings (e.g. adding, uniting, taking away, rectangular arrangement, sharing) and is proficient at estimating the result of these operations. Mentally or in writing, he or she performs operations that involve decimals, using conventional processes.

The student estimates, measures or calculates volumes and capacities. In each case, he or she establishes relationships between the units of measure. He or she estimates and measures angles and classifies triangles.

The student shows an understanding of the arithmetic mean using manipulatives and diagrams. He or she conducts a study and draws conclusions from it.

## Level 9

The student shows an understanding of the meaning of natural numbers less than 1 000 000 and of decimals with up to three decimal places. He or she understands the relationships between natural numbers and integers. The student makes connections between the four operations, recognizes their different meanings (e.g. adding, uniting, taking away, rectangular arrangement, sharing) and is proficient at estimating the result of these operations. Mentally or in writing, he or she performs operations that involve natural numbers and decimals. In the case of natural numbers, he or she can perform a sequence of operations by following the rules governing the order of operations. He or she adds, subtracts and multiplies fractions using diagrams or manipulatives.

The student estimates, measures or calculates lengths, surface areas, volumes, angles, capacities, masses, temperature and time. Except for temperatures and angles, he or she establishes relationships between the conventional units of measure in each case. He or she classifies triangles. He or she constructs frieze patterns and tessellations by means of translations. He or she locates objects in the Cartesian plane.

The student compares the possible outcomes of a random experiment with known theoretical probabilities. He or she calculates the arithmetic mean. He or she conducts a study, draws conclusions from it and suggests ways of elaborating on the original study.

## 4.2

# Science and Technology

### Competency for Elementary Cycle One:

#### To EXPLORE THE WORLD OF SCIENCE AND TECHNOLOGY

Although science and technology are not part of the timetable in Elementary Cycle One, it is important to introduce Cycle One students to this subject area so that they will be prepared for the Science and Technology program in Elementary Cycle Two. This competency and the related essential knowledges are developed through the other subjects, but especially through the broad areas of learning, which involve many different topics that can be considered from a scientific or technological point of view.

By exploring simple problems related to their immediate environment, the students learn how to ask themselves questions, to observe, to describe, to handle objects, to devise, to construct and to propose explanations or solutions. They become familiar with the safe use of certain instruments or tools. When describing or explaining phenomena they have observed, students gradually master certain aspects of the languages associated with science and technology. They learn to reflect on what they have done and its impact on their immediate environment. They also acquire a certain number of skills and attitudes that they will need to handle the material covered in Cycles Two and Three. Information on the development of this competency in Cycle One is given below.

To begin with, students learn to ask questions about the natural or built environment and to express ideas related to explanations or solutions by drawing on the knowledge they already have. They explore ways of doing things, tools and instruments with a view to proposing an explanation or a solution and use their own words to ask questions and present their explanations or solutions. Next, the students are encouraged to ask themselves questions that lead to the exploration of phenomena and to express ideas related to explanations or solutions. They learn how to apply simple ways of doing things by safely using a number of tools or instruments and ask questions and present their explanations or solutions in their own words using a few terms or expressions taken from the languages associated with science and technology. By the end of the cycle, the students should be able to ask questions that lead to the exploration of the natural or built environment and to express ideas related to explanations or solutions by drawing on the knowledge they already have. With help, they apply simple ways of doing things by safely using a number of tools or instruments and ask questions and present their explanations and solutions in their own words using a few terms or expressions taken from the taken from the languages associated with science and technology.

## Competencies in Cycle Two and Cycle Three

### Competency 1

**TO PROPOSE EXPLANATIONS FOR OR SOLUTIONS TO SCIENTIFIC OR TECHNOLOGICAL PROBLEMS**

### Competency 2

**TO MAKE THE MOST OF SCIENTIFIC AND TECHNOLOGICAL TOOLS, OBJECTS AND PROCEDURES**

### Competency 3

**TO COMMUNICATE IN THE LANGUAGES USED IN SCIENCE AND TECHNOLOGY**

There are no levels specifically outlined for each competency in Cycles Two and Three. A single, integrated set of levels describes the important stages in the development of these competencies. These competencies emphasize distinct, yet complementary aspects of science and technology. 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 first competency, since students must learn how to make the most of the required tools and procedures and to communicate in the language of science and technology if they are to be able to propose suitable explanations or solutions. By applying scientific and technological forms of reasoning, the students will come to understand the nature of the tools, objects and procedures used in this subject area and will be able to measure both the positive and negative impact of science and technology. In addition, in presenting their explanations or clarifying their solutions, the students will become aware of the importance of the languages associated with science and technology.

Students tackle problems related to their immediate natural or built environment by making observations and handling objects. They then propose explanations or solutions concerning scientific or technological problems. In so doing, they construct their own knowledge, become familiar with concepts that enable them to better understand their immediate environment, and develop scientific and technological ways of doing things (e.g. experimental method, observational method, design method, analytical method, production method). It is important to ensure that the students follow safety rules or instructions when they use tools, instruments or procedures.

### Level 1

The student discovers a few elements of a problem. With help, the student draws on the knowledge he or she already has in order to explore ideas for explanations or solutions related to the problem. After being reminded, he or she makes observations, handles objects and draws on available information sources (classmates, experts, written sources) in an effort to find ideas and discover possible explanations or solutions. With help, he or she devises an explanation, a solution or a way of doing things and applies it. He or she uses the recommended tools and instruments when applying his or her explanations or solutions. With help, the student presents his or her explanations or solutions, using a few specialized scientific and technological terms or expressions and at least one type of representation.

### Level 2

The student discovers a few scientific and technological elements of a problem and uses his or her own words to explain the nature of the problem. Drawing on the knowledge he or she already has and with help if necessary, the student explores ideas for explanations or solutions related to the problem. He or she makes observations, handles objects and draws on information sources (classmates, experts, written sources) in an effort to identify possible explanations or solutions. He or she calls on a resource person as needed for help in choosing an explanation, a solution or a way of doing things or in applying the explanation or solution chosen. With help, the student uses tools and instruments properly when applying his or her explanations or solutions. The student presents his or her explanations or solutions, using a few specialized scientific and technological terms or expressions and a few types of representations.

### Level 3\*

The student recognizes a few scientific and technological elements of a problem. He or she makes connections between the elements of the problem. He or she sometimes reformulates the problem in his or her own words. Drawing on the knowledge he or she already has, the student explores ideas for explanations or solutions related to the problem. He or she makes observations, handles objects and draws on a variety of information sources in an effort to choose one or more possible explanations or solutions. The student chooses a way of doing things that pertains to the explanation or solution he or she has selected and applies that explanation or solution, with help if necessary. With help, he or she chooses the required tools and instruments and uses them properly. The student presents his or her explanations or solutions, using a few specialized scientific and technological terms or expressions and different types of representations.

\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.

## Integrated Competency Levels

## Cycle Three

Students tackle problems related to the broader natural or built environment by making observations and handling objects. They then propose explanations or solutions concerning scientific or technological problems. In so doing, they construct their own knowledge, become familiar with concepts that enable them to better understand the broader environment, and continue developing scientific and technological ways of doing things (e.g. experimental method, observational method, design method, analytical method, production method). It is important to ensure that the students follow safety rules or instructions when they use tools, instruments or procedures.

## Level 4

The student recognizes scientific or technological elements of a problem. With help, the student makes connections between the knowledge he or she already has and his or her tentative explanations when exploring ideas related to explanations or solutions. He or she makes observations, handles objects and draws on a variety of information sources (classmates, experts, written sources) in an effort to choose one or more possible explanations or solutions and states his or her choices. He or she gets help in choosing an appropriate method of gathering information when applying his or her solution or explanation. He or she gets help in choosing the required tools and instruments and uses them properly. With help, he or she assesses the results and, if necessary, suggests changes in his or her way of doing things or of applying the explanation or solution. The student presents his or her explanations or solutions, using a few specialized scientific and technological terms or expressions and different types of representations.

## Level 5

The student points out scientific or technological elements of a problem and uses his or her own words to explain the nature of the problem. With help in some of the more complex situations, the student makes connections between the knowledge he or she already has and his or her tentative explanations when exploring ideas related to explanations or solutions. He or she makes observations, handles objects and draws on a variety of information sources in an effort to choose one or more possible explanations or solutions and sometimes justifies his or her choices. With help in some of the more complex situations, the student chooses an appropriate method of gathering information when applying the explanation or solution he or she has selected. He or she chooses the proper tools and instruments and shows a concern for precision in using them. After being reminded, he or she assesses the results and with help, suggests any appropriate changes in his or her way of doing things or of applying the explanation or solution. He or she may also formulate other possible explanations or solutions. The student presents his or her explanations or solutions, using certain aspects of the languages associated with science and technology. He or she is careful to follow the conventions governing the use of graphs, notation and symbols.

## Level 6

The student points out scientific or technological elements of a problem. He or she makes connections between these elements and the problem and reformulates the problem in his or her own words. The student makes connections between the knowledge he or she already has and his or her tentative explanations when exploring ideas related to explanations or solutions. He or she makes observations, handles objects and draws on a variety of information sources in an effort to choose one or more possible explanations or solutions and justifies his or her choices. He or she chooses an appropriate method of gathering information when applying a way of doing things that pertains to the explanation or solution selected. He or she shows a concern for precision when choosing and using the proper tools and instruments. He or she assesses the results and suggests necessary changes in his or her way of doing things or of applying the explanation or solution. He or she may also formulate other possible explanations or solutions. The student presents his or her explanations or solutions in a structured manner, using the languages associated with science and technology. He or she follows the conventions governing the use of graphs, notation and symbols.

# Chapter

# 5

## Social Sciences

# Social Sciences

## Competency for Elementary Cycle One:

### **TO CONSTRUCT HIS/HER REPRESENTATION OF SPACE, TIME AND SOCIETY**

Although the social sciences are not part of the timetable in Elementary Cycle One, it is important to introduce Cycle One students to this subject area. In preschool education they have discovered the demands of life in a group, observed different environments and been introduced to the concepts of space and time. The learning offered in Elementary Cycle One builds on this and prepares students for the Cycle Two and Cycle Three social sciences program, in which the concepts of space, time and society will be further developed. The competency, "to construct his/her representation of space, time and society," and the related essential knowledges are developed through the other subjects, but especially through the broad areas of learning, which involve many different topics that can be considered from the point of view of the social sciences.

Constructing a representation of space or time means learning to recognize and visualize spatial or temporal phenomena and to express duration in various ways.

Constructing a representation of society means realizing that any group has its own characteristics and ways of functioning. 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. By the end of Elementary 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.

## 5.1

# Geography, History and Citizenship Education

Competency 1: To understand the organization of a society in its territory

Cycle Two

### Level 1

In his/her production, on the basis of current realities, the student, with help, indicates traces left by the society being studied in our society and territory. With help, he/she locates the society in space and time. With help, he/she indicates some changes in the territory and some adaptations of the society being studied. He/she names historical figures or events without necessarily associating them with the social and territorial organization.

### Level 2

In his/her production, on the basis of current realities, the student indicates traces left by the society being studied in our society and territory. He/she locates the society in space and time, sometimes imprecisely. He/she indicates some changes in the territory and some adaptations of the society being studied. He/she often associates historical figures or events with the social and territorial organization.

### Level 3\*

On the basis of current realities, the student indicates traces left by a society of the past in our society and territory. He/she recognizes elements of the organization of that society in its territory. He/she presents his/her understanding of this organization in a production. He/she locates the society and its territory, indicates adaptations of the society and changes it has made to the territory it occupies. He/she associates historical figures or events with the social and territorial organization. In doing so, he/she uses correct vocabulary.

*\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.*



## Competency 1: To understand the organization of a society in its territory

## Cycle Three

## Level 4

In his/her production, the student only establishes limited geographic and historical contexts of the society being studied. With help, he/she sometimes makes 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. With help, he/she defines the influence of certain historical figures or events on the social and territorial organization.

## Level 5

In his/her production, the student, with help, establishes some elements of the broader geographic and historical contexts of the society being studied. With help, he/she makes connections between characteristics of the society and the organization of the territory, and between assets and limitations of the territory and the organization of the society. Without help, he/she defines the influence of certain historical figures or events on the social and territorial organization.

## Level 6

He/she more readily understands the organization of a society in its territory and presents it in a production. On the basis of current realities, he/she indicates traces left by a society of the past in our society and territory. He/she establishes the geographic and historical contexts of the society and makes connections between characteristics of this society and the organization of its territory and between assets and limitations of the territory and the organization of the society. He/she defines the role of certain historical figures and the influence of certain events on the organization of this society and its territory. He/she assesses the contribution of this society to our society and territory. In doing so, he/she uses correct vocabulary.

**Level 1**

In his/her production, the student, with help, recognizes some changes in the location of a society and its territory in space and time. He/she, with help, indicates social and territorial changes and sometimes recognizes some of their causes and consequences. He/she recognizes historical figures or events without necessarily associating them with the social and territorial organization. With help, he/she identifies traces of these changes in the society or territory. He/she, with some difficulty, develops a point of view on these changes and sometimes expresses it.

**Level 2**

In his/her production, the student sometimes recognizes changes in the location of a society and its territory in space and time. He/she indicates social and territorial changes and sometimes identifies their causes and consequences. He/she recognizes historical figures and events and sometimes associates them with these changes. He/she identifies traces of these changes in the society or territory today. He/she develops and expresses a point of view on these changes, sometimes using pertinent arguments.

**Level 3**

In his/her production, the student interprets social and territorial changes. He/she recognizes changes in the location of a society and its territory in space and at two points in time. He/she recognizes social and territorial changes and their causes and consequences. He/she associates historical figures or events with these changes. He/she finds traces of these changes in the society and territory today. He/she defends his/her interpretation of the changes to other students. In doing so, he/she uses valid arguments and correct vocabulary.

## Competency 2: To interpret change in a society and its territory

## Cycle Three

## Level 4

In his/her production, the student, with help, recognizes some changes in the geographic and historical contexts of the society. With help, he/she describes some changes in the social and territorial organization and establishes some of their causes and consequences. He/she recognizes some historical figures, but hardly defines their influence or their interest with respect to the changes. He/she provides few details on how these changes are still evident today. He/she has difficulty providing pertinent arguments to justify his/her interpretation of the changes.

## Level 5

In his/her production, the student recognizes some changes in the geographic and historical contexts of the society. He/she describes some changes in the social and territorial organization and establishes some of their causes and consequences without help. He/she recognizes some historical figures and, with help, defines their influence and interest with respect to the changes. He/she provides some details on how these changes are still evident today. He/she provides a few pertinent arguments to justify his/her interpretation of the changes.

## Level 6

The student interprets social and territorial changes. He/she uses various supporting materials to present his/her interpretation of these changes in a production. He/she recognizes changes in the geographic and historical contexts at two points in time selected for study, describes the changes observed and establishes some of their causes and consequences. He/she defines the roles of certain historical figures and their interests as well as the effects of some events on the changes. He/she shows how these changes are still evident in the society and territory today. He/she defends his/her interpretation to other students. In doing so, he/she uses valid arguments and correct vocabulary.

**Level 1**

In his/her production, the student, with help, indicates differences in the location of societies in space and time. He/she identifies few similarities, differences or causes or consequences of these differences. With help, he/she indicates some strengths or weaknesses in the social and territorial organization of these societies. He/she, with some difficulty, constructs his/her view of the diversity of societies and their territories, and sometimes expresses this view.

**Level 2**

In his/her production, the student sometimes indicates differences in the location of societies in space and time. He/she sometimes identifies similarities and differences in their social and territorial organization. He/she indicates some causes and consequences of these differences. He/she indicates some strengths and weaknesses in the social and territorial organization of these societies. He/she constructs his/her view of the diversity of societies and their territories and expresses it, sometimes using pertinent arguments.

**Level 3**

In his/her production, the student pre-sents his/her view of the diversity of societies and their territories. He/she indicates differences in the location of societies and their territories in space and time. He/she identifies similarities and differences in their social and territorial organization. He/she recognizes some causes and consequences of these differences. He/she defines some strengths and weaknesses of the social and territorial organization of these societies. He/she defends his/her view of the diversity of societies and their territories to other students. In doing so, he/she uses valid arguments and correct vocabulary.

## Competency 3: To be open to the diversity of societies and their territories

## Cycle Three

## Level 4

In his/her production, the student brings out differences in the immediate geographic and historical contexts of the two societies. He/she, with help, describes similarities and differences in the organization of societies and their territories but establishes few causes or consequences of these differences. He/she recognizes one strength and one weakness of the social and territorial organization.

## Level 5

In his/her production, the student, with help, brings out some differences in the broader geographic and historical contexts of the two societies. He/she, without help, describes similarities and differences in the organization of societies and their territories. He/she, with help, establishes some causes and consequences of these differences. With help, he/she establishes some strengths or weaknesses of the social and territorial organization.

## Level 6

The student presents his/her view of the diversity of societies and their territories, using various supporting materials. He/she indicates differences in the geographic and historical contexts of the societies observed. He/she describes similarities and differences in their organization and establishes causes and consequences of these differences. He/she indicates strengths and weaknesses of the social and territorial organization observed. He/she compares his/her view of the diversity of societies and their territories with those of others and defends it. In doing so, he/she uses valid arguments and correct vocabulary.

# Chapter

# 6

## Arts Education

## 6.1

# Drama

### Competency 1: To invent short scenes

### Cycle One

#### Level 1

The student becomes acquainted with some of the steps of the creative process. His/her productions are often influenced by emotional interests. Sometimes related to the stimulus for creation, the scene is short and simple. The short scene is based on ideas that occur to the student as he/she goes along. The student talks about his/her creative experience.

#### Level 2

The student becomes acquainted with some of the steps of the creative process. His/her productions are often influenced by emotional interests. Related to the stimulus for creation, the short scene is simple in structure. The short scene is based on pertinent ideas chosen by the student. The student mentions elements that are personally meaningful in relation to his/her creative experience.

#### Level 3\*

The student participates in the steps of the creative process. His/her 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. The short scene reveals a simple organization of pertinent and varied elements. The student is able to talk about aspects of his/her creative experience that are personally meaningful.

\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.

**Level 4**

The student participates in the steps of the creative process. Often influenced by emotional and social interests, the student translates aspects of the stimulus for creation into his/her productions. The short scene sometimes presents a longer or more complex story. It highlights several features of a character. The elements of the production, which are pertinent and varied, sometimes follow a continuous line of development within a simple pattern of organization. The student briefly describes his/her creative experience and sometimes identifies what he/she has learned from it.

**Level 5**

The student participates in the steps of the creative process. Often influenced by emotional and social interests, the student translates some of the major aspects of the stimulus for creation into his/her productions. The short scene presents a longer or more complex story. It highlights characters whose actions are sometimes more detailed. The elements of the production, which are pertinent and varied, sometimes follow a continuous line of development within a coherent pattern of organization. The student briefly describes his/her creative experience and identifies what he/she has learned from it.

**Level 6**

The student takes into consideration the steps of the creative process. Often influenced by emotional and social interests, the student translates the major aspects of the stimulus for creation into his/her productions. The story is more developed and the actions of the characters are more detailed. The elements of the production, which are pertinent and varied, follow a continuous line of development within a coherent pattern of organization. The student describes his/her creative experience and identifies what he/she has learned from it.



## Competency 1: To invent short scenes

## Cycle Three

## Level 7

The student takes into consideration the steps of the creative process. His/her productions are influenced by social, emotional and cognitive interests. In the short scene, the student establishes a relationship between some of the following elements: the characters, the content of the story, the performance techniques, the styles of theatre, the elements of drama and the structures used. These elements are pertinent and varied. Some parts of the story are more defined and sometimes reveal a complex organization related to the development of the stimulus for creation. The students describe his/her creative experience and identify what they have learned from it.

## Level 8

The student takes into consideration the steps of the creative process. His/her productions are influenced by social, emotional and cognitive interests. In the short scene, the student establishes a relationship between the characters, the content of the story, the performance techniques, the styles of theatre, the elements of drama and the structures used. These elements are pertinent and varied. The story is generally more defined and often reveals a complex organization related to the development of the stimulus for creation. The student describes what he/she has learned and, sometimes, the methods he/she used.

## Level 9

The student makes conscious use of each step of the creative process. His/her productions are influenced by social, emotional and cognitive interests. In the short scene, the student establishes a close relationship between the characters, the content of the story, the performance techniques, the styles of theatre, the elements of drama and the structures used. These elements are pertinent and varied. The story is more defined and reveals a complex organization related to the development of the stimulus for creation. The student describes what he/she has learned and the methods he/she used.

**Level 1**

The student interprets through gestures, sounds and words. His/her interpretations sometimes show a certain accuracy in relation to the selected text. The student takes into account a few features of a character and demonstrates a basic level of control of a limited number of elements of the language of drama, performance techniques, styles of theatre and structures. The expressive nature of the student's interpretation is closely related to his/her emotional interests. The student talks about his/her interpretation experience.

**Level 2**

The student interprets through gestures, sounds and words. In general, his/her interpretations are relatively accurate in relation to the selected text. The student respects a few features of a character and demonstrates a basic level of control of certain elements of the language of drama, performance techniques, styles of theatre and structures. The expressive nature of the student's interpretation is generally related to his/her emotional interests. The student mentions elements that are personally meaningful, in relation to his/her interpretation experience.

**Level 3**

The student interprets through gestures, sounds and words. His/her interpretations are relatively accurate in relation to the selected text. The student respects a few features of a character and demonstrates a basic level of control of the elements of the language of drama, performance techniques, styles of theatre and appropriate structures. The expressive nature of the student's interpretation is often related to his/her emotional interests. The student is able to talk about aspects of his/her interpretation experience that are personally meaningful.

## Competency 2: To interpret short scenes

## Cycle Two

## Level 4

The student interprets through gestures, sounds and words. His/her performance is sometimes appropriate to the content of the chosen excerpt. The student sometimes respects a fixed sequence of actions, in relation to the character, and recognizes several rules of group performance. In his/her performances the student sometimes responds on an emotional level to expressive elements of the excerpt he/she is interpreting. The student briefly describes his/her interpretation experience and sometimes identifies what he/she has learned from it.

## Level 5

The student interprets through gestures, sounds and words. His/her performance is usually appropriate to the content of the chosen excerpt. The student often respects a fixed sequence of actions, in relation to the character, and sometimes recognizes several rules of group performance. In his/her performances, the student responds on an emotional level to expressive elements of the excerpt he/she is interpreting. The student briefly describes his/her interpretation experience and identifies what he/she has learned from it.

## Level 6

The student interprets through gestures, sounds and words. His/her performance is appropriate to the content of the chosen excerpt, which has become more developed. The student respects a fixed sequence of actions, in relation to the character, and recognizes several rules of group performance. In his/her performances, the student responds on an emotional level to the main expressive elements of the excerpt he/she is interpreting. The student describes his/her interpretation experience and identifies what he/she has learned from it.

**Level 7**

The student interprets through gestures and words. His/her performances show some expressive intentions and are often appropriate to the chosen excerpt. The student sometimes personalizes the actions of his/her character and generally takes into account the rules for group performance. In his/her performances, the student often responds on an emotional and cognitive level to the indications in the excerpt in order to underline its expressive features. The student describes his/her interpretation experience and identifies what he/she has learned from it.

**Level 8**

The student interprets through gestures and words. His/her performances show some clearly expressive intentions and are generally appropriate to the chosen excerpt or short play. The student often personalizes the actions of his/her characters and takes into account the rules for group performance. In his/her performances, the student generally responds on an emotional and cognitive level to the indications in the excerpt or short play in order to underline its expressive features. The student describes what he/she has learned and, sometimes, the methods he/she used.

**Level 9**

The student interprets through gestures and words. His/her performances are more expressive and are appropriate to the excerpt or short play. The student personalizes the actions of his/her characters and takes into account the rules for group performance. In his/her performances, the student responds on an emotional and cognitive level to the indications in the excerpt or short play in order to underline its expressive features. The student describes what he/she has learned and the methods he/she used.

## Competency 3: To appreciate dramatic works, personal productions and those of classmates

## Cycle One

## Level 1

The student's appreciation is often influenced by emotional interests. In becoming acquainted with the subject-specific vocabulary, he/she identifies an element in the production or theatrical work. The student's comments reflect his/her opinions, based on an appreciation criterion. The student's opinions are also related to what he/she has noticed and felt. Following his/her appreciation, the student talks about his/her experience.

## Level 2

The student's appreciation is often influenced by emotional interests. In becoming acquainted with the subject-specific vocabulary, he/she identifies elements in the production or theatrical work. The student's comments reflect his/her opinions, based on appreciation criteria and sometimes on selected information provided. The student's opinions are also related to what he/she has noticed and felt. The student mentions elements that are personally meaningful, in relation to his/her appreciation experience.

## Level 3

The student's appreciation is often influenced by emotional interests. Using the subject-specific vocabulary, he/she identifies elements in the production or theatrical work. The student's comments reflect his/her opinions, based on appreciation criteria and information provided. The student's opinions are also related to what he/she has noticed and felt. The student is able to talk about aspects of his/her appreciation experience that are personally meaningful.

**Level 4**

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of certain words in the subject-specific vocabulary, he/she describes elements of the production or dramatic work. The student's comments include theatrical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria. The student expresses an opinion about what he/she has noticed and felt. The student briefly describes his/her appreciation experience and sometimes identifies what he/she has learned.

**Level 5**

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of most of the words in the subject-specific vocabulary, he/she describes elements of the production or dramatic work. The student's comments include theatrical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and explain the student's opinion about what he/she has noticed and felt. The student briefly describes his/her appreciation experience and identifies what he/she has learned.

**Level 6**

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of the subject-specific vocabulary, he/she describes elements of the production or dramatic work. The student's comments include theatrical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and support the opinion expressed by the students. The student describes his/her appreciation experience and identifies what he/she has learned.

## Competency 3: To appreciate dramatic works, personal productions and those of classmates

## Cycle Three

## Level 7

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of certain words in the subject-specific vocabulary, he/she describes elements of the production or dramatic work. The student's comments include theatrical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and explain the student's opinion about what he/she has noticed and felt. The student describes his/her appreciation experience and identifies what he/she has learned.

## Level 8

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of most of the words in the subject-specific vocabulary, he/she describes elements of the production or dramatic work. The student's comments include theatrical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and sometimes justify the student's opinion about what he/she has noticed and felt. The student describes what he/she has learned and, sometimes, the methods he/she used.

## Level 9

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of the subject-specific vocabulary, he/she describes elements of the production or dramatic work. The student's comments include theatrical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and justify the student's opinion. The student describes what he/she has learned and the methods he/she used.

## 6.2

# Visual Arts

Competency 1: To produce individual works in the visual arts

Cycle One

### Level 1

The student becomes acquainted with some of the steps of the creative process. His/her productions are often influenced by emotional interests. Sometimes related to the stimulus for creation, the work conveys a personal perception of reality. It grows out of spontaneous gestures, the use of some elements of visual arts language and, sometimes, the simple organization of creative ideas. The student talks about his/her creative experience.

### Level 2

The student becomes acquainted with some of the steps of the creative process. His/her 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, the appropriate use of some elements of visual arts language and, often, a simple organization of the selected creative ideas. The student mentions elements that are personally meaningful, in relation to his/her creative experience.

### Level 3\*

The student participates in the steps of the creative process. His/her 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, the appropriate use of visual arts language and simple organization of its components. The student is able to talk about aspects of his/her creative experience that are personally meaningful.

\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.



## Competency 1: To produce individual works in the visual arts

## Cycle Two

## Level 4

The student participates in the steps of the creative process. His/her 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 sometimes precise gestures, the appropriate use of visual arts language and, occasionally, coherent organization of its components. The student briefly describes his/her creative experience and sometimes identifies what he/she has learned from it.

## Level 5

The student participates in the steps of the creative process. His/her 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 often precise gestures, the appropriate use of visual arts language and, generally, coherent organization of its components. The student briefly describes his/her creative experience and identifies what he/she has learned from it.

## Level 6

The student takes into consideration the steps of the creative process. His/her 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, the appropriate use of visual arts language and coherent organization of its components. The student describes his/her creative experience and identifies what he/she has learned from it.

**Level 7**

The student takes into consideration the steps of the creative process. His/her productions are influenced by social, emotional and cognitive interests. Related to the stimulus for creation, the work is individual. It grows out of spontaneous, precise and sometimes controlled gestures, the appropriate and sometimes varied use of visual arts language and occasionally out of complex organization of its components. The student describes his/her creative experience and identifies what he/she has learned from it.

**Level 8**

The student takes into consideration the steps of the creative process. His/her productions are influenced by social, emotional and cognitive interests. Related to the stimulus for creation, the work is individual. It grows out of spontaneous, precise and often controlled gestures, the appropriate and generally varied use of visual arts language and, usually, out of complex organization of its components. The student describes what he/she has learned and, sometimes, the methods he/she used.

**Level 9**

The student makes conscious use of each step of the creative process. His/her productions are influenced by social, emotional and cognitive interests. Related to the stimulus for creation, the work is individual. It grows out of spontaneous, precise and controlled gestures, an appropriate and varied use of visual arts language and complex organization of its components. The student describes what he/she has learned and the methods he/she used.

## Competency 2: To produce media works in the visual arts

## Cycle One

## Level 1

The student becomes acquainted with some of the steps of the creative process. His/her productions are often influenced by emotional interests. Sometimes related to the stimulus for creation, the media work conveys a personal perception of reality and is addressed to an intended viewer. It grows out of spontaneous gestures, the use of some elements of visual arts language and, sometimes, a simple organization of creative ideas. The student talks about his/her creative experience.

## Level 2

The student becomes acquainted with some of the steps of the creative process. His/her productions are often influenced by emotional interests. Related to the stimulus for creation, the media work conveys a personal perception of reality and is addressed to one or more intended viewers. It grows out of spontaneous gestures, the appropriate use of some elements of visual arts language and, often, simple organization of selected creative ideas. The student mentions elements that are personally meaningful, in relation to his/her creative experience.

## Level 3

The student participates in the steps of the creative process. His/her productions are often influenced by emotional interests. Related to the stimulus for creation, the media work conveys a personal perception of reality and is addressed to one or more intended viewers. It grows out of spontaneous gestures, the appropriate use of visual arts language and simple organization of its components. The student is able to talk about aspects of his/her creative experience that are personally meaningful.

**Level 4**

The student participates in the steps of the creative process. His/her productions are often influenced by emotional and social interests. Related to the stimulus for creation, the media work conveys a personal perception of reality and sometimes contains elements clarifying the message, depending on the intended viewers. It grows out of spontaneous and sometimes precise gestures, the appropriate use of visual arts language and, occasionally, out of coherent organization of its components. The student briefly describes his/her creative experience and sometimes identifies what he/she has learned from it.

**Level 5**

Students participate in the steps of the creative process. His/her productions are often influenced by emotional and social interests. Related to the stimulus for creation, the media work conveys a personal perception of reality and often contains elements clarifying the message, depending on the intended viewers. It grows out of spontaneous and often precise gestures, the appropriate use of visual arts language and, generally, out of coherent organization of its components. The student briefly describes his/her creative experience and identifies what he/she has learned from it.

**Level 6**

The student takes into consideration the steps of the creative process. His/her productions are often influenced by emotional and social interests. Related to the stimulus for creation, the media work conveys a personal perception of reality and contains elements clarifying the message, depending on the intended viewers. It grows out of spontaneous and precise gestures, an appropriate use of visual arts language and coherent organization of its components. The student describes his/her creative experience and identifies what he/she has learned from it.

## Competency 2: To produce media works in the visual arts

## Cycle Three

## Level 7

The student takes into consideration the steps of the creative process. His/her productions are often influenced by emotional, social and cognitive interests. Related to the stimulus for creation, the media work is individual, contains elements clarifying the message and sometimes contains cultural references that are significant to the intended viewers. It grows out of spontaneous, precise and sometimes controlled gestures, the appropriate and sometimes varied use of visual arts language and, occasionally, complex organization of its components. The student describes his/her creative experience and identifies what he/she has learned from it.

## Level 8

The student takes into consideration the steps of the creative process. His/her productions are often influenced by emotional, social and cognitive interests. Related to the stimulus for creation, the media work is individual, contains elements clarifying the message and generally contains cultural references that are significant to the intended viewers. It grows out of spontaneous, precise and often controlled gestures, the appropriate and generally varied use of visual arts language and, usually, complex organization of its components. The student describes what he/she has learned and, sometimes, the methods he/she used.

## Level 9

The student makes conscious use of each step of the creative process. His/her productions are influenced by social, emotional and cognitive interests. Related to the stimulus for creation, the media work is individual and contains elements clarifying the message depending on the intended viewers and their immediate cultural environment. It grows out of spontaneous, precise and controlled gestures, the appropriate and varied use of visual arts language and complex organization of its components. The student describes what he/she has learned and the methods he/she used.

**Competency 3: To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates**

**Cycle One**

**Level 1**

The student's appreciation is often influenced by emotional interests. In becoming acquainted with the subject-specific vocabulary, he/she identifies an element in the production, work of art, traditional artistic object or media image. The student's comments reflect his/her opinions, based on an appreciation criterion. The student's opinions are also related to what he/she has noticed and felt. Following his/her appreciation, the student talks about his/her experience.

**Level 2**

The student's appreciation is often influenced by emotional interests. In becoming acquainted with the subject-specific vocabulary, he/she identifies elements in the production, work of art, traditional artistic object or media image. The student's comments reflect his/her opinions, based on appreciation criteria and sometimes on selected information provided. The student's opinions are also related to what he/she has noticed and felt. The student mentions elements that are personally meaningful, in relation to his/her appreciation experience.

**Level 3**

The student's appreciation is often influenced by emotional interests. Using the subject-specific vocabulary, he/she identifies elements in the production, work of art, traditional artistic object or media image. The student's comments reflect his/her opinions, based on appreciation criteria and information provided. The student's opinions are also related to what he/she has noticed and felt. The student is able to talk about aspects of his/her appreciation experience that are personally meaningful.

**Competency 3: To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates****Cycle Two****Level 4**

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of certain words in the subject-specific vocabulary, he/she describes elements of the production, work of art, traditional artistic object or media image. The student's comments include visual arts, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria. The student expresses his/her opinion about what he/she has noticed and felt. The student briefly describes his/her appreciation experience and sometimes identifies what he/she has learned.

**Level 5**

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of most of the words in the subject-specific vocabulary, he/she describes elements of the production, work of art, traditional artistic object or media image. The student's comments include visual arts, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and explain the student's opinion about what he/she has noticed and felt. The student briefly describes his/her appreciation experience and identifies what he/she has learned.

**Level 6**

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of the subject-specific vocabulary, he/she describes elements of the production, work of art, traditional artistic object or media image. The student's comments include theatrical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and support the opinion expressed by the student. The student describes his/her appreciation experience and identifies what he/she has learned.

Competency 3: To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

Cycle Three

Level 7

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of certain words in the subject-specific vocabulary, he/she describes elements of the choreographic production or work. The student's comments include dance, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and explain the student's opinion about what he/she has noticed and felt. The student describes his/her appreciation experience and identifies what he/she has learned.

Level 8

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of most of the words in the subject-specific vocabulary, he/she describes elements of the choreographic production or work. The student's comments include dance, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and sometimes justify the student's opinion about what he/she has noticed and felt. The student describes what he/she has learned and, sometimes, the methods he/she used.

Level 9

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of the subject-specific vocabulary, he/she describes elements of the choreographic production or work. The student's comments include dance, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and justify the student's opinion. The student describes what he/she has learned and the methods he/she used.



## 6.3

# Dance

### Competency 1: To invent dances

### Cycle One

#### Level 1

The student becomes acquainted with some of the steps of the creative process. His/her productions are often influenced by emotional interests. Sometimes related to the stimulus for creation, the student's dances are short and simple. The dances are based on ideas that occur to the student as he/she goes along. The student talks about his/her creative experience.

#### Level 2

The student becomes acquainted with some of the steps of the creative process. His/her productions are often influenced by emotional interests. Related to the stimulus for creation, the student's dances are short and simple. The dances are based on pertinent ideas chosen by the student. The student mentions elements that are personally meaningful, in relation to his/her creative experience.

#### Level 3\*

The student participates in the steps of the creative process. His/her productions are often influenced by emotional interests. Related to the stimulus for creation, his/her dances are short and simple. The dances are generally made up of pertinent and varied elements that are used alone. The student is able to talk about aspects of his/her creative experience that are personally meaningful.

\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.

**Level 4**

The student participates in the steps of the creative process. Often influenced by emotional and social interests, the student translates aspects of the stimulus for creation into his/her productions. The student's dances vary in length and are simple. They sometimes combine elements, which are pertinent and varied. The student briefly describes his/her creative experience and sometimes identifies what he/she has learned from it.

**Level 5**

The student participates in the steps of the creative process. Often influenced by emotional and social interests, the student translates some of the major aspects of the stimulus for creation into his/her productions. The student's dances vary in length and are sometimes coherently structured. They often combine elements, which are pertinent and varied. The student briefly describes his/her creative experience and identifies what he/she has learned from it.

**Level 6**

The student takes into consideration the steps of the creative process. Often influenced by emotional and social interests, the student translates the major aspects of the stimulus for creation into his/her productions. The student's dances vary in length and are coherently structured. They generally combine elements, which are pertinent and varied. The student describes his/her creative experience and identifies what he/she has learned from it.

## Competency 1: To invent dances

## Cycle Three

## Level 7

The student takes into consideration the steps of the creative process. His/her productions are influenced by social, emotional and cognitive interests. There is a relationship between some of the elements of dance language and some elements of movement technique, which are pertinent and varied. His/her productions vary in length and sometimes reveal a complex structure linked to the development of the stimulus for creation. The student describes his/her creative experience and identifies what he/she has learned from it.

## Level 8

The student takes into consideration the steps of the creative process. His/her productions are influenced by social, emotional and cognitive interests. There is a relationship between the elements of dance language and the elements of movement technique, which are pertinent and varied. His/her productions vary in length and often reveal a complex structure linked to the development of the stimulus for creation. The student describes what he/she has learned and, sometimes, the methods he/she used.

## Level 9

The student makes conscious use of each step of the creative process. His/her productions are influenced by social, emotional and cognitive interests. There is a close relationship between the elements of dance language and the elements of movement technique, which are pertinent and varied. His/her productions vary in length and reveal a complex structure linked to the development of the stimulus for creation. The student describes what he/she has learned and the methods he/she used.

**Level 1**

The student's interpretation sometimes shows a certain accuracy in relation to the choreographic content of the short dance chosen. The student respects a simple structure. He/she executes a limited number of elements of movement technique with a basic level of control. The expressive nature of the student's interpretation is closely related to his/her emotional interests. The student talks about his/her interpretation experience.

**Level 2**

The student's interpretation, in general, is relatively accurate in relation to the choreographic content of the short dance chosen. The student respects a simple structure. He/she executes some elements of movement technique with a basic level of control. The expressive nature of the student's interpretation is generally related to his/her emotional interests. The student mentions elements that are personally meaningful, in relation to his/her interpretation experience.

**Level 3**

The student's interpretation is relatively accurate in relation to the choreographic content of the short dance chosen. The student respects the structure of the dance. He/she executes the appropriate elements of movement technique with a basic level of control. The expressive nature of the student's interpretation is often related to his/her emotional interests. The student is able to talk about aspects of his/her interpretation experience that are personally meaningful.

## Competency 2: To interpret dances

## Cycle Two

## Level 4

The student's interpretation is sometimes in keeping with the choreographic content of the chosen dance. The student respects the structure of the dance. He/she executes a limited number of appropriate elements of movement technique with control, using performance aids, where appropriate. He/she sometimes takes into account some of the rules of group movements. In his/her interpretation, the student sometimes responds on an emotional level to expressive elements of the dance as indicated in the choreographic content. The student briefly describes his/her interpretation experience and sometimes identifies what he/she has learned from it.

## Level 5

The student's interpretation and performance are usually in keeping with the choreographic content of the chosen dance, which is now longer. The student respects the structure of the dance. He/she executes some appropriate elements of movement technique with control, using performance aids, where appropriate. He/she sometimes takes into account some of the rules of group movements. In his/her interpretation, the student responds on an emotional level to expressive elements of the dance as indicated in the choreographic content. The student briefly describes his/her interpretation experience and identifies what he/she has learned from it.

## Level 6

The student's interpretation and performance are in keeping with the choreographic content of the chosen dance, which is now longer. The student respects the structure of the dance. He/she executes the appropriate elements of movement technique with control, using performance aids, where appropriate. He/she takes into account some of the rules of group movements. In his/her interpretation, the student responds on an emotional level to the main expressive elements of the dance as indicated in the choreographic content. The student describes his/her interpretation experience and identifies what he/she has learned from it.

**Level 7**

The student's interpretation contains some expressive intentions. The student's interpretation is often in keeping with the choreographic content of the chosen dance, which varies in length. The student respects the structure of the dance. He/she executes a limited number of appropriate elements of movement technique with control, generally takes into account the rules of group movements and uses performance aids, where appropriate. In his/her interpretation, the student often responds on an emotional and cognitive level to the indications of the choreographic content in order to bring out the expressive nature of the dance. The student describes his/her interpretation experience and identifies what he/she has learned from it.

**Level 8**

The student's interpretation contains some definite expressive intentions. The student's interpretation is generally in keeping with the choreographic content of the chosen dance, which varies in length. The student respects the structure of the dance. He/she executes some appropriate elements of movement technique with control, takes into account the rules of group movements and sometimes makes personal use of performance aids, where appropriate. In his/her interpretation, the student generally responds on an emotional and cognitive level to the indications of the choreographic content in order to bring out the expressive nature of the dance. The student describes what he/she has learned and, sometimes, the methods he/she used.

**Level 9**

The student's interpretation contains definite expressive intentions. The student's interpretation is in keeping with the choreographic content of the chosen dance, which varies in length. The student respects the structure of the dance. He/she executes appropriate elements of movement technique with control, takes into account the rules of group movements and makes personal use of performance aids, where appropriate. In his/her interpretation, the student responds on an emotional and cognitive level to the indications of the choreographic content in order to bring out the expressive nature of the dance. The student describes what he/she has learned and the methods he/she used.

## Competency 3: To appreciate choreographic works, personal productions, and those of classmates

## Cycle One

## Level 1

The student's appreciation is often influenced by emotional interests. In becoming acquainted with the subject-specific vocabulary, he/she identifies an element in the choreographic production or work. The student's comments reflect his/her opinions, based on an appreciation criterion. The student's opinions are also related to what he/she has noticed and felt. Following his/her appreciation, the student talks about his/her experience.

## Level 2

The student's appreciation is often influenced by emotional interests. In becoming acquainted with the subject-specific vocabulary, he/she identifies elements in the choreographic production or work. The student's comments reflect his/her opinions, based on appreciation criteria and sometimes on selected information provided. The student's opinions are also related to what he/she has noticed and felt. The student mentions elements that are personally meaningful, in relation to his/her appreciation experience.

## Level 3

The student's appreciation is often influenced by emotional interests. Using the subject-specific vocabulary, he/she identifies elements in the choreographic production or work. The student's comments reflect his/her opinions, based on appreciation criteria and information provided. The student's opinions are also related to what he/she has noticed and felt. The student is able to talk about aspects of his/her appreciation experience that are personally meaningful.

**Level 4**

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of certain words in the subject-specific vocabulary, he/she describes elements of the choreographic production or work. His/her comments include dance, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria. The student expresses an opinion about what he/she has noticed and felt. The student describes briefly his/her appreciation experience and sometimes identifies what he/she has learned.

**Level 5**

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of most of the words in the subject-specific vocabulary, he/she describes elements of the choreographic production or work. The student's comments include dance, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and explain the student's opinions about what he/she has noticed and felt. The student briefly describes his/her appreciation experience and identifies what he/she has learned.

**Level 6**

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of the subject-specific vocabulary, he/she describes elements of the choreographic production or work. The student's comments include dance, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and support the opinions expressed by the student. The student describes his/her appreciation experience and identifies what he/she has learned.



## Competency 3: To appreciate choreographic works, personal productions, and those of classmates

## Cycle Three

## Level 7

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of certain words in the subject-specific vocabulary, he/she describes elements of the choreographic production or work. The student's comments include dance, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and explain the student's opinion about what he/she has noticed and felt. The student describes his/her appreciation experience and identifies what he/she has learned.

## Level 8

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of most of the words in the subject-specific vocabulary, he/she describes elements of the choreographic production or work. The student's comments include dance, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and sometimes justify the student's opinion about what he/she has noticed and felt. The student describes what he/she has learned and, sometimes, the methods he/she used.

## Level 9

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of the subject-specific vocabulary, he/she describes elements of the choreographic production or work. The student's comments include dance, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and justify the student's opinion. The student describes what he/she has learned and the methods he/she used.

## 6.4

# Music

### Competency 1: To invent vocal or instrumental pieces

Cycle One

#### Level 1

The student becomes acquainted with some of the steps of the creative process. His/her productions are often influenced by emotional interests. Sometimes related to the stimulus for creation, the student's musical pieces are short and simple. The musical pieces are based on ideas that occur to the student as he/she goes along. The student talks about his/her creative experience.

#### Level 2

The student becomes acquainted with some of the steps of the creative process. His/her productions are often influenced by emotional interests. Related to the stimulus for creation, the student's musical pieces are short and simple. The musical pieces are based on pertinent ideas chosen by the student. The student mentions elements that are personally meaningful, in relation to his/her creative experience.

#### Level 3\*

The student participates in the steps of the creative process. His/her productions are often influenced by emotional interests. Related to the stimulus for creation, the student's musical pieces are short and simple. The musical pieces are made up of pertinent and varied elements that are generally used alone. The student is able to talk about aspects of his/her creative experience that are personally meaningful.

\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.

## Competency 1: To invent vocal or instrumental pieces

## Cycle Two

## Level 4

The student participates in the steps of the creative process. Often influenced by emotional and social interests, the student translates aspects of the stimulus for creation into his/her productions. The student's musical pieces vary in length and are simple. He/she sometimes combines elements, which are pertinent and varied. The student briefly describes his/her creative experience and sometimes identifies what he/she has learned from it.

## Level 5

The student participates in the steps of the creative process. Often influenced by emotional and social interests, the student translates some of the major aspects of the stimulus for creation into his/her productions. The student's musical pieces vary in length and are sometimes coherently structured. He/she often combines elements, which are pertinent and varied. The student briefly describes his/her creative experience and identifies what he/she has learned from it.

## Level 6

The student takes into consideration the steps of the creative process. Often influenced by emotional and social interests, the student translates the major aspects of the stimulus for creation into his/her productions. The student's musical pieces vary in length and are coherently structured. He/she generally combines elements, which are pertinent and varied. The student describes his/her creative experience and identifies what he/she has learned from it.

**Level 7**

The student takes into consideration the steps of the creative process. His/her productions are influenced by social, emotional and cognitive interests. There is a relationship between some of the elements of musical language, sound sources and elements of technique, which are pertinent and varied. His/her productions vary in length and sometimes reveal a complex structure linked to the development of the stimulus for creation. The student describes his/her creative experience and identifies what he/she has learned from it.

**Level 8**

The student takes into consideration the steps of the creative process. His/her productions are influenced by social, emotional and cognitive interests. There is a relationship between the elements of musical language, sound sources and elements of technique, which are pertinent and varied. His/her productions vary in length and often reveal a complex structure linked to the development of the stimulus for creation. The student describes what he/she has learned and, sometimes, the methods he/she used.

**Level 9**

The student makes conscious use of each step of the creative process. His/her productions are influenced by social, emotional and cognitive interests. There is a close relationship between the elements of musical language, sound sources and elements of technique, which are pertinent and varied. His/her productions vary in length and reveal a complex structure linked to the development of the stimulus for creation. The student describes what he/she has learned and the methods he/she used.

## Competency 2: To interpret musical pieces

## Cycle One

## Level 1

The student's vocal or instrumental interpretations sometimes show a certain accuracy in relation to the musical score of the short piece chosen. The student respects a simple structure. He/she executes a limited number of elements of technique with a basic level of control. The expressive nature of the student's interpretation is closely related to his/her emotional interests. The student talks about his/her interpretation experience.

## Level 2

The student's vocal or instrumental interpretations, in general, are relatively accurate in relation to the musical score of the short piece chosen. The student respects a simple structure. He/she executes some elements of technique with a basic level of control. The expressive nature of the student's interpretation is generally related to his/her emotional interests. The student mentions elements that are personally meaningful, in relation to his/her interpretation experience.

## Level 3

The student's vocal or instrumental interpretations are relatively accurate in relation to the musical score of the short piece chosen. The student respects the structure of the piece. He/she executes the appropriate elements of technique with a basic level of control. The expressive nature of the student's interpretation is often related to his/her emotional interests. The student is able to talk about aspects of his/her interpretation experience that are personally meaningful.

**Level 4**

The student engages in vocal or instrumental interpretation and his/her performance is sometimes in keeping with the musical content of the chosen piece. The student respects the structure of the piece. He/she executes a limited number of appropriate elements of technique with control. He/she sometimes takes into account some of the rules of ensemble music. In his/her interpretations, the student sometimes responds on an emotional level to expressive elements of the piece as indicated in the score. The student briefly describes his/her interpretation experience and sometimes identifies what he/she has learned from it.

**Level 5**

The student engages in vocal or instrumental interpretation and his/her performance is usually in keeping with the musical score of the chosen piece, which is now longer. The student respects the structure of the piece. He/she executes some appropriate elements of technique with control. He/she sometimes takes into account some of the rules of ensemble music. In his/her interpretation, the student responds on an emotional level to expressive elements of the piece as indicated in the score. The student briefly describes his/her interpretation experience and identifies what he/she has learned from it.

**Level 6**

The student engages in vocal or instrumental interpretation and his/her performance is in keeping with the musical score of the chosen piece, which is now longer. The student respects the structure of the piece. He/she executes the appropriate elements of technique with control. He/she takes into account some of the rules of ensemble music. In his/her interpretation, the student responds on an emotional level to the main expressive elements of the piece as indicated in the score. The student describes his/her interpretation experience and identifies what he/she has learned from it.

## Competency 2: To interpret musical pieces

## Cycle Three

## Level 7

The student engages in vocal or instrumental interpretation and his/her performance contains some expressive intentions. The student's interpretation is often in keeping with the musical score of the chosen piece, which varies in length. The student respects the structure of the piece. He/she executes a limited number of appropriate elements of technique with control. He/she generally takes into account the rules of ensemble music. In his/her interpretation, the student often responds on an emotional and cognitive level to the indications in the score in order to bring out the expressive nature of the piece. The student describes his/her interpretation experience and identifies what he/she has learned from it.

## Level 8

The student engages in vocal or instrumental interpretation and his/her performance contains some definite expressive intentions. The student's interpretation is generally in keeping with the musical score of the chosen piece, which varies in length. The student respects the structure of the piece. He/she executes some appropriate elements of technique with control. He/she takes into account the rules of ensemble music. In his/her interpretation, the student generally responds on an emotional and cognitive level to the indications in the score in order to bring out the expressive nature of the piece. The student describes what he/she has learned and, sometimes, the methods he/she used.

## Level 9

The student engages in vocal or instrumental interpretation and his/her performance contains definite expressive intentions. The student's interpretation is in keeping with the musical score of the chosen piece, which varies in length. The student respects the structure of the piece. He/she executes appropriate elements of technique with control. He/she takes into account the rules of ensemble music. In his/her interpretation, the student responds on an emotional and cognitive level to the indications in the score in order to bring out the expressive nature of the piece. The student describes what he/she has learned and the methods he/she used.

### Competency 3: To appreciate musical works, personal productions, and those of classmates

### Cycle One

#### Level 1

The student's appreciation is often influenced by emotional interests. In becoming acquainted with the subject-specific vocabulary, he/she identifies an element in the production or musical work. The student's comments reflect his/her opinions, based on an appreciation criterion. The student's opinions are also related to what he/she has noticed and felt. Following his/her appreciation, the student talks about his/her experience.

#### Level 2

The student's appreciation is often influenced by emotional interests. In becoming acquainted with the subject-specific vocabulary, he/she identifies elements in the production or musical work. The student's comments reflect his/her opinions, based on appreciation criteria and sometimes on selected information provided. The student's opinions are also related to what he/she has noticed and felt. The student mentions elements that are personally meaningful, in relation to his/her appreciation experience.

#### Level 3

The student's appreciation is often influenced by emotional interests. Using the subject-specific vocabulary, he/she identifies elements in the production or musical work. The student's comments reflect his/her opinions, based on appreciation criteria and information provided. The student's opinions are also related to what he/she has noticed and felt. The student is able to talk about aspects of his/her appreciation experience that are personally meaningful.

### Competency 3: To appreciate musical works, personal productions, and those of classmates

### Cycle Two

#### Level 4

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of certain words in the subject-specific vocabulary, he/she describes elements of the production or musical work. The student's comments include musical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria. The student expresses his/her opinion about what he/she has noticed and felt. The student briefly describes his/her appreciation experience and sometimes identifies what he/she has learned.

#### Level 5

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of most of the words in the subject-specific vocabulary, he/she describes elements of the production or musical work. The student's comments include musical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and explain the student's opinions about what he/she has noticed and felt. The student briefly describes his/her appreciation experience and identifies what he/she has learned.

#### Level 6

The student's appreciation is often influenced by emotional and social interests. Making appropriate use of the subject-specific vocabulary, he/she describes elements of the production or musical work. The student's comments include musical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and support the opinion expressed by the student. The student describes his/her appreciation experience and identifies what he/she has learned.



## Competency 3: To appreciate musical works, personal productions, and those of classmates

## Cycle Three

## Level 7

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of certain words in the subject-specific vocabulary, he/she describes elements of the production or musical work. The student's comments include musical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and explain the student's opinion about what he/she has noticed and felt. The student describe his/her appreciation experience and identifies what he/she has learned.

## Level 8

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of most of the words in the subject-specific vocabulary, he/she describes elements of the production or musical work. The student's comments include musical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and sometimes justify the student's opinion about what he/she has noticed and felt. The student describes what he/she has learned and, sometimes, the methods he/she used.

## Level 9

The student's appreciation is often influenced by cognitive, emotional and social interests. Making appropriate use of the subject-specific vocabulary, he/she describes elements of the production or musical work. The student's comments include musical, personal and sometimes sociocultural considerations. These considerations are related to the appreciation criteria and justify the student's opinion. The student describes what he/she has learned and the methods he/she used.

# Chapter

# 7

## Personal Development

## 7.1

## Physical Education and Health

Competency 1: To perform movement skills in different physical activity settings

Cycle One

## Level 1

The student performs sequences of locomotor, nonlocomotor and object manipulation skills. He/she identifies personal achievements and difficulties.

## Level 2

The student identifies possible movement skills and chooses some. He/she performs sequences of locomotor, nonlocomotor and object manipulation skills. The student evaluates the product of his/her performance on the basis of personal achievements and difficulties

## Level 3\*

The student identifies possible movement skills in light of the instructions given, the goal pursued and the physical environment. The student chooses movement skills and justifies his/her choices. He/she performs sequences of locomotor, nonlocomotor and object manipulation skills. The student evaluates his/her process on the basis of personal achievements and difficulties.

\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.

## Competency 1: To perform movement skills in different physical activity settings

### Cycle Two

#### Level 4

The student identifies possible movement skills and chooses some. He/she performs movement sequences and simultaneous locomotor, nonlocomotor, and object and implement manipulation skills. The student evaluates his/her process on the basis of personal achievements and difficulties.

#### Level 5

The student identifies possible movement skills in light of the instructions given, the goal pursued and the physical environment. The student chooses movement skills and justifies his/her choices. He/she performs movement sequences and simultaneous locomotor, nonlocomotor, and object and implement manipulation skills. The student evaluates his/her process and identifies desirable improvements or elements that are worth keeping.

#### Level 6

The student identifies possible movement skills taking into account his/her capacity to apply the principles of balance and coordination. The student chooses movement skills and justifies his/her choices. He/she performs movement sequences and simultaneous locomotor, nonlocomotor, and object and implement manipulation skills. The student evaluates his/her process and identifies desirable improvements or elements that are worth keeping with a view to applying his/her learnings in the same activity.

## Competency 1: To perform movement skills in different physical activity settings

### Cycle Three

#### Level 7

The student identifies possible movement skills in light of the instructions given, the goal pursued and the physical environment. The student chooses movement skills and justifies his/her choices. He/she performs movement sequences and simultaneous locomotor, nonlocomotor, and object and implement manipulation skills. The student evaluates his/her process on the basis of personal achievements and difficulties.

#### Level 8

The student identifies possible movement skills taking into account his/her capacity to apply the principles of balance and coordination. The student chooses movement skills and justifies his/her choices. He/she performs movement sequences and simultaneous locomotor, nonlocomotor, and object and implement manipulation skills in light of new constraints or new activities. The student evaluates his/her process and identifies desirable improvements or elements that are worth keeping with a view to applying his/her learnings in the same activity.

#### Level 9

The student identifies possible movement skills and their consequences. The student chooses movement skills and justifies his/her choices. He/she adapts movement sequences and simultaneous locomotor, nonlocomotor, and object and implement manipulation skills to new constraints or new activities. The student evaluates his/her process and identifies other activities in Physical Education and Health to which he/she could transfer his/her new learnings.

## Competency 2: To interact with others in different physical activity settings

## Cycle One

## Level 1

The student performs cooperation actions with a peer, and identifies personal achievements and difficulties.

## Level 2

The student plans cooperation actions with a peer, taking into account the goal pursued. He/she carries out the actions and applies ethical rules. With his/her partner, the student evaluates the product of his/her performance in terms of personal achievements and difficulties.

## Level 3

The student plans cooperation strategies with a peer, taking into account the roles to be played, the constraints of the physical environment, and the goal pursued. He/she explains the ethical rules relevant to the task, and applies the strategies and the ethical rules. With his/her partner, the student evaluates his/her process in terms of personal achievements and difficulties.

## Competency 2: To interact with others in different physical activity settings

## Cycle Two

## Level 4

The student plans cooperation and opposition actions with a peer. He/she carries out the actions and applies ethical rules. The student verbally communicates a message. With his/her partner, the student evaluates his/her process in terms of personal achievements and difficulties.

## Level 5

The student plans cooperation and opposition strategies with one or more peers, taking into account the roles to be played, the constraints of the physical environment, and the goal pursued. The student identifies the ethical rules relevant to the task, and applies the strategies and the ethical rules. He/she verbally or nonverbally communicates a message. The student evaluates his/her process with one or more peers and identifies desirable improvements or elements that are worth keeping.

## Level 6

The student plans cooperation and opposition strategies with one or more peers, taking into account personal achievements and difficulties and those of his/her partner(s). The student explains the ethical rules relevant to the task, and applies the strategies and the ethical rules. He/she verbally or nonverbally communicates a message as called for by the situation. The student evaluates his/her process with one or more peers and participates in efforts to find effective strategies. The student readjusts his/her plan of action based on this evaluation.

## Competency 2: To interact with others in different physical activity settings

Cycle Three

### Level 7

The student plans cooperation and opposition strategies with several peers, and applies the strategies and ethical rules. He/she verbally or nonverbally communicates a message. The student evaluates his/her process with one or more peers in terms of personal achievements and difficulties.

### Level 8

The student plans cooperation and opposition strategies with several peers, taking into account both his/her partners' and opponents' achievements and difficulties. The student adapts his/her movements or actions as called for by the unforeseeable aspects of the game, and applies ethical rules. He/she verbally or nonverbally communicates a message as called for by the situation. The student evaluates his/her process with one or more peers and identifies desirable improvements or elements that are worth keeping with a view to applying his/her learnings in the same activity. The student helps readjust the plan of action based on this evaluation.

### Level 9

The student plans cooperation and opposition strategies with several peers, taking into account both his/her partners' and opponents' achievements and difficulties, and the experience gained through prior activities. The student adapts his/her movements or actions as called for by the unforeseeable aspects of the game, taking into account the strategies outlined in the plan of action. He/she applies ethical rules. The student evaluates his/her process with several peers and identifies strategies that are transferable to other situations.

## Competency 3: To adopt a healthy, active lifestyle

Cycle One

### Level 1

The student lists a few of his/her lifestyle habits and tries one type of physical activity. He/she identifies personal achievements and difficulties.

### Level 2

The student explains the concept of lifestyle habits and health. He/she tries different types of physical activities and evaluates his/her results in terms of personal achievements and difficulties.

### Level 3

The student explains the concept of lifestyle habits and health. He/she tries different types of physical activities, varying their duration and intensity. The student evaluates his/her process in terms of personal achievements and difficulties.

## Competency 3: To adopt a healthy, active lifestyle

## Cycle Two

## Level 4

The student identifies a lifestyle habit to be changed. The student chooses a physical activity and plans how he/she will engage in this activity. The student evaluates his/her process in terms of personal achievements and difficulties.

## Level 5

The student chooses a lifestyle habit to be changed, determines whether it is conducive or detrimental to his/her health and well-being and identifies different strategies for changing it. The student chooses a physical activity and plans how he/she will engage in this activity on a regular basis. The student evaluates his/her process and identifies desirable improvements or elements that are worth keeping with a view to applying his/her learnings in the same activity.

## Level 6

The student identifies different strategies he/she can use to change his/her lifestyle habits. The student recognizes which of his/her habits are conducive to health and well-being and which are detrimental. The student chooses a physical activity and plans how he/she will engage in this activity on a regular basis. The student also plans how he/she will change another of his/her lifestyle habits. The student interprets his/her results and identifies desirable improvements or elements that are worth keeping.

## Competency 3: To adopt a healthy, active lifestyle

## Cycle Three

## Level 7

The student identifies different strategies for changing his/her lifestyle habits. The student chooses a physical activity and plans how he/she will engage in this activity on a regular basis. The student evaluates his/her process in terms of personal achievements and difficulties.

## Level 8

The student makes connections between his/her lifestyle habits and their effects on his/her health and well-being. The student plans his/her participation in physical activity and the strategy he/she will use to change a lifestyle habit. The student evaluates his/her process and identifies desirable improvements or elements that are worth keeping with a view to applying his/her learnings in the same activity.

## Level 9

The student makes connections between his/her lifestyle habits and their effects on his/her health and well-being. The student exercises critical judgment with respect to opinions and to information about various topics related to health and well-being. The student plans his/her participation in physical activity and the strategy he/she will use to change a lifestyle habit. After evaluating his/her process and results, the student identifies desirable improvements or elements that are worth keeping.

## 7.2

# Moral Education

Competency 1: To understand life situations with a view to constructing a moral frame of reference

Cycle One

### Level 1

With constant support, the student gives a simple example that illustrates that humans, animals and plants have needs that must be met by living organisms. The student expresses how he/she views humans, animals and plants, gives examples of what is prohibited with respect to living organisms, and expresses how young people his/her age can contribute to the quality of life of living organisms. The student describes what is necessary for humans, animals and plants to have a good quality of life.

### Level 2

With occasional support, the student shows an understanding of the interdependence of living organisms by providing one or more simple examples that illustrate that humans, animals and plants depend on one another to satisfy their different needs. The student explains what he/she has concluded about the prohibitions that govern relationships with living organisms, and uses personal experiences to assess actions and gestures. The student gives an opinion on what people need to do to improve the quality of life for other people, animals and plants, and explains why this is important.

### Level 3\*

By the end of Cycle One, the student shows an understanding of the interdependence of living organisms by providing one or more simple examples of living organisms in his/her own environment and in other environments that depend on each other to meet their different needs. The student associates these examples to a relevant way of viewing living organisms, a relevant value or a relevant prohibition. From personal experience, the student gives simple examples of actions or gestures that represent a value. The student chooses one or more guidelines for action and expresses in his/her own words why the guideline or guidelines are important by demonstrating how the quality of life of living organisms is enhanced.

\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.



## Competency 1: To understand life situations with a view to constructing a moral frame of reference

## Cycle Two

## Level 4

The student gives examples of life in one of the groups to which he/she belongs and identifies the people that make up that group. The student expresses how he/she views the relationships in that group and lists the rules and the prohibitions associated with it. The student makes comparisons with other groups. The student gives examples based on personal experience of actions and gestures required in order to be able to live well together in this group, and indicates what each group member must do in order to improve quality of life. The student expresses what he/she has concluded from thinking about group relationships.

## Level 5

The student gives examples of personal needs that members of one of his/her groups satisfy and of what he/she contributes in return. The student describes what is expected of each group member, explains how he/she views relationships in this group, and identifies the rules, prohibitions and values that guide these persons' actions. The student makes comparisons with groups in other environments or historical periods. He/she assesses the actions and gestures undertaken during group activities. The student expresses what he/she has concluded about what is important for group life and how it contributes to improving his/her own life and that of others in groups.

## Level 6

By the end of Cycle Two, the student shows an understanding of living together in groups by explaining what each of the groups that he/she belongs to gives him/her and what he/she brings to each of them. The student explains the requirements for living together in a house, at school, with friends and in recreational groups. The student explains in his/her own words how he/she views relationships, values, rules and prohibitions that guide actions in these groups. The student explains how groups live together in other cultures and historical periods. The student gives examples of actions that represent the values he/she has experienced at school or elsewhere. The student expresses what he/she has concluded about what is the most important guideline for action in groups and explains how it promotes a better way of living for himself/herself and for the groups to which he/she belongs.

**Level 7**

The student gives examples of aspects of himself/herself that change and others that stay the same. The student expresses how he/she views differences and similarities in people. The student makes connections between prohibitions and rules concerning people who are different. The student gives examples from personal experience of the actions, gestures and attitudes required to live with people who are different. The student compares his/her reality and guidelines for action with those of young people his/her age from other cultures. The student expresses what he/she has concluded from thinking about life with people who are similar or different and shows how it is important in terms of his/her actions toward them.

**Level 8**

The student gives examples of the richness and difficulties of interacting with people who are different. The student gives examples of the requirements associated with interacting with these people, and assesses the attitudes, actions and gestures that go beyond these differences. The student makes connections between the norms in his/her environment and the rights of people who are different, and expresses how he/she sees beyond people's differences. The student compares his/her reality and today's guidelines with those of young people his/her age from other historical periods. The student expresses what he/she feels is important to conclude in terms of relationships with people who are different and demonstrates how everyone's quality of life could be improved through his/her ideas.

**Level 9**

By the end of Cycle Three, the student shows the richness of and requirements for living together with people who are different. The student draws on personal experience and a variety of sources of information. He/she considers ways of viewing people, values, prohibitions, rules, norms and rights that guide actions toward people who are different. The student compares his/her reality and guidelines to those of young people his/her age in other cultures or historical periods, and gives a personal definition of the values experienced. The student expresses his/her conclusion as to the most important guideline for action with people who are different and demonstrates how the guideline promotes a better individual and collective way of living.

## Competency 2: To take an enlightened position on situations involving a moral issue

## Cycle One

## Level 1

The student resolves, with constant support, a simple moral dilemma that involves several living organisms. The student briefly describes the situation and identifies the person grappling with the problem. The student describes what each person concerned by the problem may be feeling and the choices open to the person, selects an option and explains the reasons for the choice.

## Level 2

The student resolves, with frequent support, a simple moral dilemma that involves several living organisms. The student describes the situation in detail and explains how each player is concerned by the problem. The student describes what each person may be feeling and how each person views the problem. The student lists the possible choices and their consequences, selects the choice that he/she feels is the most appropriate and explains in his/her own words why it is the most desirable solution for those concerned by the situation.

## Level 3

By the end of Cycle One, with occasional support from the teacher, the student resolves a simple moral dilemma that involves the connections between living organisms. The student gathers basic information that allows him/her to understand the context. The student describes the problem in simple terms and describes the viewpoint of the persons concerned (feelings, outlook on the problem). The student identifies the repercussions of the problem on the living organisms concerned and chooses two possible solutions, giving at least one positive and one negative consequence for each solution. The student makes a choice and justifies why it is the most desirable one for the living organisms concerned.

**Level 4**

The student resolves a simple moral problem that involves relationships in groups. The student describes the problem, using appropriate information. The student identifies the repercussions of a problem on the persons concerned, describes their viewpoints (feelings, outlook on the problem), and highlights the specific characteristics of these persons. The student envisages the possible choices and their consequences for these persons. The student explains his/her choice by indicating why it is the most desirable one for the persons concerned.

**Level 5**

The student resolves a simple moral problem that involves relationships in groups. The student considers the selected information in order to understand the problem and identifies its cause or causes. The student describes the repercussions of the problem on the group and the viewpoints of the persons concerned (feelings, outlook on the problem), and explains why they see the problem in this way. The student envisages the possible choices and their consequences on the group, and explains his/her choice by indicating why it is the most desirable one for the group. The student justifies the choice on the basis of a guideline that may be a way of seeing people, a rule or a value.

**Level 6**

By the end of Cycle Two, the student resolves a simple moral problem that involves relationships in groups. The student gathers the information required to understand the context and explains the moral problem, taking care to highlight the contextual elements. The student identifies the repercussions of the problem on each of the persons concerned and on the group as a whole. The student describes the viewpoint of the persons concerned and gives reasons for their respective viewpoints. The student envisages the possible choices and their positive and negative consequences on the person concerned, on others and on the group. The student explains his/her choice by highlighting why it is the most desirable for the person concerned and for the group. The student identifies the guidelines behind the choice (values, prohibitions, rules, view of human nature).

## Competency 2: To take an enlightened position on situations involving a moral issue

## Cycle Three

## Level 7

The student resolves a moral problem that involves relationships with people who are different. The student explains the origin of the problem by considering the context, and describes the viewpoints of the persons concerned and of experts in the field. The student identifies possible choices and their negative and positive consequences in the short and long term. The student makes a choice and justifies it using a guideline based on a value, prohibition, rule, human right or view of human nature. The student describes one or more ideas that he/she had not considered in resolving the problem.

## Level 8

The student resolves a moral problem that involves relationships with people who are different. The student highlights the moral dimension of the problem by taking into account the context and its repercussions on people. The student describes the viewpoints of the persons concerned and of those who throughout history have pronounced themselves on the issue. The student envisages possible choices and their consequences for the person directly concerned and for others involved in the problem situation. The student justifies his/her choice by indicating why it is the most desirable for himself/herself and for all the persons concerned. The student describes the information from different sources that changed his/her outlook on the problem.

## Level 9

By the end of Cycle Three, the student resolves a moral problem that involves relationships between people who are different. The student explains the problem in question using a number of contextual elements. The student identifies the cause of the problem and its repercussions on one or more people and explains the viewpoint of each person. The student identifies the applicable moral guidelines. He/she envisages different 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 student justifies his/her choice by highlighting the guidelines (values, prohibitions, rules, human rights, view of human nature) on which the choice is based and demonstrates that the choice is the most desirable for all the persons concerned, for the group and for society. The student explains how he/she has been enriched by resolving this problem.

**Level 1**

During a dialogue, the student occasionally speaks and immediately reacts to having his/her right to speak infringed upon. The student takes note of words that interfere with his/her self-expression and describes the impact these words produce. The student lists the rules that make it easier to listen and to speak, and welcomes others' ideas, even if different from his/her own. The student lists ideas with which he/she agrees or disagrees, and says what he/she liked and disliked during the dialogue. The student expresses in his/her own words what he/she has concluded about the moral subject discussed.

**Level 2**

During a dialogue, the student expresses what he/she thinks and defends his/her right to speak. The student reacts to the words and gestures of others that help or interfere with his/her self-expression. The student follows the procedure established by the group for listening and speaking, takes into account what others have said, expresses disagreement with ideas and accepts being contradicted. The student is able to express what he/she feels at any given point in the dialogue, and says whether his/her ideas have remained the same or have changed. The student shares his/her observations of how the group functioned during the dialogue.

**Level 3**

By the end of Cycle One, during dialogue on a moral question dealing with relationships with living organisms, the student expresses personal ideas, feelings and reactions, in particular with regard to the infringement of a person's right to speak. The student expresses agreement or disagreement with the ideas put forth, listens to others attentively, respects their right to speak and takes into consideration the feelings that others express. The student considers the fact that others may think or feel differently. He/she recognizes the words and gestures of others that help or interfere with speaking and expresses the impact that these gestures or words have on him/her. The student shares a discovery about what he/she felt during the dialogue and about what happened in the group. At the end of the discussion, the student expresses in his/her own words how he/she perceives the subject in question.

## Competency 3: To engage in moral dialogue

## Cycle Two

## Level 4

The student expresses several ideas on a subject related to group life, as well as negative and positive phrases and words that he/she says to himself/herself. The student shares personal feelings that others' comments bring up. The student is attentive until the other person has finished speaking and is able to identify the other person's feelings. The student identifies viewpoints from various sources with which he/she agrees or disagrees, is not afraid to express a different opinion, and shares feelings experienced with respect to the subject or the procedure. The student remembers the procedure established by the group and lists the gestures and attitudes that contribute to creating an atmosphere conducive to dialogue. The student identifies an idea, attitude or gesture that helped or hindered during the dialogue.

## Level 5

The student expresses his/her ideas within the allotted time period, as well as personal feelings that come up during the dialogue. The student identifies the impact of negative and positive phrases and words that he/she says to himself/herself. The student lets others finish speaking before intervening. The student adapts his/her comments to the feelings expressed, and gives a different opinion by using words that are acceptable to others. The student gives one or more examples from everyday life to illustrate his/her thoughts, and expresses one or more ideas that held particular interest for him/her during the discussion. The student identifies actions and gestures that reflect his/her compliance with procedures and contribution to creating a favourable atmosphere.

## Level 6

By the end of Cycle Two, during dialogue on a question dealing with group life, the student succinctly expresses ideas on the subject, and personal feelings that the exchanges and others' comments raised. The student identifies the internal messages that help or interfere with speaking. He/she takes others' feelings into account, listens to everything others have to say and expresses opinions without being hurtful. The student gives reasons for agreeing or disagreeing with others' viewpoints and gives relevant examples in support of his/her own. The student identifies the ideas, attitudes and gestures that promote or hinder group reflection. The student describes what he/she discovered during the dialogue, be it in terms of ideas, feelings or procedure. The student assesses his/her contribution to the dialogue in terms of procedure and the atmosphere of the dialogue.

**Level 7**

The student expresses himself/herself by making a distinction between what is appropriate to say and what is not. The student's nonverbal language indicates that he/she is listening. The student recognizes acceptable and unacceptable reactions by considering the context. The student asks for clarification of others' statements in order to better understand them, and recognizes prejudice, and ideas, examples and reasons that are irrelevant to what is being said. The student is capable of reiterating ideas expressed by others and distinguishes ideas that have consensus from those that do not. The student shares what he/she has observed during the dialogue on a moral subject, be it in terms of the ideas shared, how the discussion took place or how emotions were handled. The student reviews the conditions conducive to moral dialogue: participation of all in terms of the ideas brought to the group, compliance with the procedure and contribution to creating a good atmosphere.

**Level 8**

The student chooses the most appropriate moment to express his/her viewpoint, and uses respectful verbal and nonverbal language. The student adapts his/her reactions according to what is acceptable, and asks for clarification regarding sources or reasons behind statements. The student recognizes phrases that are prejudiced and explains why ideas, examples and reasons are irrelevant to what is being said. The student expresses ideas from a variety of sources and identifies the ideas or viewpoints on which the whole group agrees. The student shares what has changed in his/her view of the moral subject discussed and in the handling of emotions. The student assesses his/her contribution to the dialogue in terms of the personal ideas provided, compliance with the procedure and contribution to creating a favourable atmosphere. Using personal experiences, the student identifies the conditions that promoted or hindered moral dialogue.

**Level 9**

By the end of Cycle Three, during dialogue on a question dealing with similarities and differences between people, the student expresses his/her viewpoint with discernment. The student welcomes others' participation by using respectful verbal and nonverbal language and by moderating his/her reactions. The student is able to call into question people's comments and identifies those that are prejudiced. The student assesses the relevance of ideas, reasons, examples and comments. The student broadens his/her viewpoint by considering different ways of seeing things and by basing himself/herself on various sources. The student identifies the conditions that promote or hinder group reflection and the elements on which consensus has been reached. The student expresses what he/she has learned about the subject, about how a discussion should take place and about how emotions and feelings of the group's members should be taken into account. The student assesses his/her contribution to the dialogue in terms of personal ideas, compliance with the procedure and the atmosphere of the dialogue.



## 7. 3

# Catholic Religious and Moral Instruction

### Presentation of the Competency Levels by Cycle (Elementary School)

The competency levels for the two competencies in the Catholic Religious and Moral Instruction program describe desired student progress throughout elementary school. It is possible to start with certain situations involving a moral issue (Competency 2) and end with an appreciation of the living Catholic tradition (Competency 1). On the other hand, exploring the living Catholic tradition (LCT) to shed light on one's search for meaning can raise certain issues worth examining in order to take an enlightened position. In addition to saving time, an advantage of integrating both competencies is that it gradually leads the student to have a holistic view of the subject. Also, understanding the LCT and aspects of diversity helps the student search for meaning regarding existential questions and complex moral issues. These considerations explain the reason for two sets of competency levels:

- a set of competency levels for each competency, and
- a set of competency levels that integrates the program's two competencies

In either case, each competency level describes the progress the student should have made by the end of each cycle. As for the integrated set of competency levels, this outcome is a synthesis of both outcomes of the program.

It will be the teacher's choice to use one set of competency levels or the other, or both.

## Competency 1: To appreciate the living Catholic tradition

## Cycle One

### Level 1

In response to a question about meaning formulated by the teacher, the student shows an interest in Bible stories by listening attentively and actively participating in related activities. He/she articulates the message that emerges from the narratives relating to values, beliefs and life experiences.

### Level 2

In response to a question about meaning formulated by the teacher, the student continues to show an interest in Bible stories (e.g. listens attentively, interacts, comments and asks questions). He/she points out several important aspects and articulates a message or relates an experience about life or faith that emerges from the narratives. The student also demonstrates an openness toward the narratives presented and the aspects of diversity.

### Level 3\*

The student chooses a Bible story from the living Catholic tradition in response to a question about meaning. Using an appropriate medium, he/she recounts the main points of this story and brings out the experience of life and faith it contains. The student draws a message from the story that clarifies his/her search for meaning and identifies an aspect of diversity that is connected to the Bible story which also sheds light on his/her question.

## Competency 1: To appreciate the living Catholic tradition

## Cycle Two

### Level 4

The student helps formulate questions about meaning and shows an interest in exploring Bible stories and stories about historical Catholic figures that are related to these issues. He/she captures the interest of classmates when narrating selected stories and respects the chronological sequence of events. The student draws a message about life and faith experiences that emerge from the narratives and names an aspect of diversity that is consistent with the message and experience in the story.

### Level 5

The student helps formulate questions about meaning and, with the assistance of the teacher, finds Bible stories based on a frame of reference. The student demonstrates good listening skills when others recount Bible stories or narratives illustrating the lives of historical Catholic figures. He/she also narrates Bible stories with enthusiasm and diversity, while respecting the chronological sequence of events. The student draws a common message from the events described and names an aspect of diversity that is consistent with the message and experience in the story.

### Level 6\*

By the end of Cycle Two, again in response to a question about meaning, the student selects a Bible story and a story illustrating the human and religious experience of a historical Catholic figure. He/she establishes a link between these two narratives, and relates them using a medium he/she has selected and in a way that respects the chronological sequence of events. The student draws a common message from the events described. Also, in the course of narrating the story, the student names an aspect of diversity that is consistent with its experience and message. The student expresses an opinion on how the stories chosen from the living Catholic tradition shed light on the question of meaning.

*\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.*

## Competency 1: To appreciate the living Catholic tradition

## Cycle Three

## Level 7

The student formulates clear questions about meaning that relate to a set of issues. With others, he/she looks for hypotheses and is able to find biblical texts based on a frame of reference. He/she chooses pertinent information to explore the narratives about historical and contemporary Catholic figures and aspects of diversity. As the student relates a Bible story, he/she not only respects the chronological sequence of events, but also presents the stories in context. From the description of life and faith experiences related in the biblical narratives, he/she draws a common message that sheds light on his/her question and gives an example of the diversity that is consistent with the message found in the narratives studied.

## Level 8

The student formulates clear questions about meaning that relate to a set of issues. With others, he/she proposes hypotheses and gathers the necessary information to find answers to his/her questions. The student is able to describe the steps in his/her search for meaning and justify his/her choice while drawing a common message from the experiences of life and faith set out in the stories. The student expresses an appreciation for the sources that shed light on his/her search for meaning.

## Level 9

By the end of Cycle Three, the student targets a set of issues of his/her own choosing and, to clarify them, narrates a Bible story, a story recalling the life of a historical Catholic figure and another about the life of a contemporary Catholic of his/her choice. The student respects the chronological sequence of events and presents the stories in context. He/she draws a common message from the experiences of life and faith set out in the stories and explains how the message casts light on the issues selected. As the student relates the stories, he/she identifies aspects of diversity that are consistent with the message and that clarify his/her search. The student expresses his/her 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

### Cycle One

#### Level 1

The student shows an interest in familiar situations involving a moral issue and demonstrates this interest by listening attentively and actively participating in related activities. He/she is able to describe several situations and find potential answers to the questions at hand.

#### Level 2

The student shows an interest in familiar situations involving a moral issue by actively participating in a discussion. He/she is able to describe several situations and find potential answers to the questions at hand in light of the Bible stories, the aspects of diversity and his/her own personal experience.

#### Level 3

By the end of Cycle One, the student describes a familiar situation involving a moral issue. He/she names a dilemma present in the situation and refers to personal experience, to Bible stories and to an aspect of diversity to find one or two possible options. The student describes the effects of each option, makes a decision and explains why he/she made it.

## Competency 2: To take an enlightened position on situations involving a moral issue

### Cycle Two

#### Level 4

The student actively participates in discussions about simple situations involving a moral issue. Upon reflection, he/she can describe these situations while recognizing the underlying dilemma and referring to his/her own personal experience. By referring to Bible stories, stories of historical Catholic figures and aspects of diversity, the student is able to identify values in order to find possible options and identify their effects. The student then makes a pertinent decision and justifies his/her choice.

#### Level 5

By the end of Cycle Two, the student describes a simple situation involving a moral issue. He/she names a dilemma present in the situation. The student refers to Bible stories, to accounts of the lives of witnesses from the past and to aspects of diversity to find different possible options. The student looks at several effects of the options contemplated. He/she makes a pertinent decision and supports it, naming the frames of reference he/she drew upon.

## Competency 2: To take an enlightened position on situations involving a moral issue

## Cycle Three

## Level 6

The student participates in discussions about complex situations involving a moral issue and recognizes the dilemma present in each one. From the narratives studied, he/she identifies the values likely to guide his/her choice.

## Level 7

The student participates in discussions about complex situations involving a moral issue and names the dilemma present in each one. From the narratives in the living Catholic tradition, and the aspects of diversity that were studied, the student identifies the values that could guide him/her in taking a position. The student draws up a list of options and describes their potential effects on himself/herself, on others and on the environment.

## Level 8

At the end of Cycle Three, the student is capable of describing a complex situation involving a moral issue. He/she can name the dilemma present in it. He/she knows how to refer to information taken from Bible stories, stories illustrating the lives of believers of the past or present, and the aspects of diversity in order to find potential answers suited to the moral issue at hand. The student draws up a list of options and describes the potential effects. He/she chooses the option that seems most suitable for him/her and those around him/her. The student supports his/her decision, taking into account at least two frames of reference.

**Level 1**

In response to questions about meaning formulated by the teacher, the student shows an interest in familiar situations involving a moral issue. He/she is able to describe these situations and listens attentively to Bible stories related to these situations and questions. The student participates in related activities, can articulate the message that emerges from the narratives (relating to values, beliefs and life experiences) and finds potential answers to the questions at hand.

**Level 2**

In response to questions about meaning formulated by the teacher, the student shows an interest in familiar situations involving a moral issue. The student actively participates in discussions. He/she describes some of these situations and can identify some of the moral issues at hand. He/she shows an interest in Bible stories that are related to these situations and questions (e.g. listens attentively, interacts, comments and asks questions). The student points out several important aspects and articulates a message or an experience about life or faith that emerges from the narratives. He/she demonstrates an openness toward the narratives and the aspects of diversity presented. With regard to familiar situations involving moral issues, the student finds potential answers in light of the Bible stories, the aspects of diversity and his/her own personal experience.

**Level 3**

By the end of Cycle One, the student describes a familiar situation involving a moral issue and names a dilemma present in the situation. In response to a question about meaning, he/she chooses a Bible story from the living Catholic tradition that sheds light on the moral issue at hand. Using an appropriate medium, he/she recounts the main points of this story and brings out the experience of life and faith it contains. The student also draws a message from the story that clarifies his/her search for meaning, and identifies an aspect of diversity that is connected to the Bible story and also sheds light on his/her question. He/she refers to personal experience, to Bible stories and to an aspect of diversity to find one or two possible options with regard to the moral issue in question. The student describes the effects of each option, makes a decision and justifies his/her choice.

## Competencies 1 and 2: Integrated

## Cycle Two

## Level 4

The student helps formulate questions about meaning on the basis of simple situations involving a moral issue. He/she shows an interest in exploring Bible stories and narratives about historical Catholic figures that are related to these questions. The student examines these situations and identifies the dilemma and the moral issue present in them. He/she captures the interest of classmates when narrating selected stories and respects the chronological sequence of events. The student draws a message about life or faith experiences that emerge from the narratives and names an aspect of diversity that is consistent with the message and experience in the story.

## Level 5

The student actively participates in a discussion about simple situations involving a moral issue. He/she generally contributes to formulating questions about meaning pertaining to these situations. He/she examines the situations and refers to his/her personal experience while trying to identify the dilemma, the moral issue and the effects of the possible options in light of the Bible stories or narratives about historical Catholic figures and aspects of diversity. The student demonstrates good listening skills when others are presenting the narratives and, with the help of the teacher, can find biblical texts based on a frame of reference. He/she can also narrate Bible stories with enthusiasm and diversity, while respecting the chronological sequence of events. The student draws a common message from the events described in the narratives or a specific value that can occasionally shed light on his/her own search for meaning.

## Level 6

By the end of Cycle Two, in response to a question about meaning based on a situation involving a moral issue, the student selects a Bible story and a story illustrating the human and religious experience of a historical Catholic figure. He/she establishes a link between these two narratives and relates them using a medium he/she has selected and in a way that respects the chronological sequence of events. The student draws a common message from the events described and, in the course of narrating the story, he/she names an aspect of diversity that is consistent with its experience and message. The student expresses an opinion on how the stories chosen from the living Catholic tradition shed light on the question of meaning. In a situation involving a moral issue, he/she identifies the underlying dilemma, and contemplates the options and their potential effects.

## Level 7

The student participates in discussions about complex situations involving a moral issue. He/she can bring out the dilemma present in them and can clearly formulate questions about meaning that relate to these situations. With others, he/she hypothesizes about possible answers and resources and can find biblical texts based on a frame of reference. The student chooses pertinent information to explore the narratives about historical and contemporary Catholic figures and aspects of diversity in order to find potential answers to the questions at hand. As the student relates a Bible story, he/she not only respects the chronological sequence of events, but also presents the stories in context. From the description of life and faith experiences related in biblical narratives, he/she draws a common message that sheds light on his/her question and gives an example of the diversity that is consistent with the message found in the narratives studied. From the narratives studied, the student draws a message that sheds light on his/her search for meaning.

## Level 8

The student formulates clear questions about meaning that relate to complex situations involving a moral issue. With others, he/she proposes hypotheses and brings out the moral issues and the dilemmas present in each situation. The student uses efficient means to gather the information required to find answers to his/her questions. Using an appropriate medium, the student can describe the steps in his/her search for meaning and justify his/her choice while drawing a common message from the experiences of life and faith set out in the stories. The student expresses an appreciation for the sources that shed light on his/her search for meaning. From the narratives in the living Catholic tradition and the aspects of diversity that were studied, the student identifies the values that could guide him/her in taking a position. The student draws up a list of options and describes their potential effects on himself/herself, on others and on the environment.

## Level 9

By the end of Cycle Three, the student is capable of describing a complex situation of his/her own choosing involving a moral issue. He/she can bring out a dilemma and a set of issues of his/her choice. He/she knows how to refer to information taken from Bible stories, stories illustrating the lives of believers of the past or present, and the aspects of diversity in order to find potential answers suited to the moral issues at hand. The student can give an account of what he/she has found by relating a Biblical story, a story illustrating the life of a historical Catholic figure and another about a contemporary Catholic figure of his/her choice. He/she respects the chronological sequence of events and presents the stories in context. He/she draws a common message from the experiences of life and faith set out in the stories and explains how the message casts light on the issues at hand. As the student relates the stories, he/she identifies aspects of diversity that are consistent with the message and that clarify his/her search for meaning. With regard to the complex moral issue presented, he/she draws up a list of options and describes the potential effects. He/she chooses the option that seems most suitable for him/her and those around him/her. The student supports his/her decision, taking into account at least two frames of reference and expresses his/her personal appreciation with regard to the understanding offered by the living Catholic tradition.



## 7.4

## Protestant Moral and Religious Education

Competency 1: To appreciate the influence of the Bible on culture from a Protestant perspective

Cycle One

## Level 1

The student illustrates or recounts in his/her own words events in important Bible stories.

## Level 2

The student tells Bible stories and recognizes one important characteristic in each of them. He/she starts to make connections between the stories and cultural references in his/her environment.

## Level 3\*

By the end of Cycle One, the student reconstitutes simplified Bible stories or ones presented in picture form. He/she states each story's theme, describes the context, lists all the events in a logical order and identifies relevant cultural and religious references in his/her environment.

Competency 1: To appreciate the influence of the Bible on culture from a Protestant perspective

Cycle Two

## Level 4

The student describes certain important Biblical figures and identifies traits that they share with historical or contemporary Protestant figures.

## Level 5

The student shows the significance of important Biblical figures, associates them with historical or contemporary Protestant figures, and describes certain cultural references derived from these figures.

## Level 6\*

By the end of Cycle Two, the student reconstitutes Bible stories, emphasizing the role of the main figures. He/she makes connections between these figures' actions and those of Protestant figures. The student describes the similarities and differences between these figures, and identifies relevant cultural references.

*\* On the whole, the last level of each cycle corresponds to the end-of-cycle outcomes of the Québec Education Program.*

**Competency 1: To appreciate the influence of the Bible on culture from a Protestant perspective****Cycle Three****Level 7**

The student describes important Biblical events and identifies cultural references derived from them.

**Level 8**

The student draws parallels between important Biblical events and cultural references. The student identifies in his/her own life ways of being that are inspired by these events.

**Level 9**

By the end of Cycle Three, the student reconstitutes Biblical events. He/she demonstrates how the influence of events presented in the Bible is evident in various cultural and artistic works. The student explains some of the relationships between these events and some of the ways in which people behave, think and express themselves. He/she expresses a positive view concerning the influence of the Bible on culture.

**Competency 2: To act in an appropriate manner with regard to religious phenomena****Cycle One****Level 1**

The student illustrates or describes in his/her own words religious celebrations and symbols related to religious traditions. He/she shows an interest by listening actively.

**Level 2**

The student describes celebrations and symbols, and identifies important characteristics. He/she discovers behaviour that shows respect for diversity.

**Level 3**

By the end of Cycle One, the student characterizes various religious elements. He/she describes celebrations and symbols, and identifies important characteristics and states their meaning. The student shows positive attitudes and behaviour toward religious diversity and acts in a respectful, open and welcoming manner in relation to differences.

## Competency 2: To act in an appropriate manner with regard to religious phenomena

## Cycle Two

## Level 4

The student identifies figures associated with a religious tradition, and describes some of their actions. The student shows an interest in and respect for the actions of these figures.

## Level 5

The student explains the importance for the human race of the work of figures associated with a religious tradition. He/she shows respect and an interest for the work of these figures.

## Level 6

By the end of Cycle Two, the student demonstrates knowledges about important figures of various religious traditions who were involved in religious events. He/she demonstrates open, welcoming and respectful behaviour and shows an interest concerning diversity.

## Competency 2: To act in an appropriate manner with regard to religious phenomena

## Cycle Three

## Level 7

The student identifies rituals and customs from different religious traditions. He/she shows an interest in and respect for these traditions.

## Level 8

The student describes rituals and customs, and identifies similarities among them. He/she shows respect in relation to the expression of religious diversity.

## Level 9

By the end of Cycle Three, the student briefly describes religious traditions by referring to customs and rituals. He/she identifies aspects of worship, precepts regarding food and types of dress specific to each tradition. The student shows respect by behaving appropriately.

### Competency 3: To take an enlightened position on situations involving a moral issue

#### Cycle One

#### Level 1

The student illustrates or describes in his/her own words situations where a choice has to be made.

#### Level 2

The student describes personal situations where he/she had to make a choice. In reference to one such situation, the student identifies the advantages and disadvantages of a particular choice. He/she recognizes relevant religious or cultural references.

#### Level 3

By the end of Cycle One, the student identifies a simple moral issue that reveals itself in a real or simulated situation. He/she briefly describes the problem related to the issue. The student refers to his/her own experiences to formulate a solution and states possible consequences. He/she takes account of a religious or cultural frame of reference. The student decides on and justifies his/her point of view.

### Competency 3: To take an enlightened position on situations involving a moral issue

#### Cycle Two

#### Level 4

The student describes several situations giving rise to the same moral problem. He/she lists solutions based on religious and cultural references, and identifies advantages and disadvantages.

#### Level 5

The student describes different situations illustrating the same moral problem, and discovers the moral issue involved. He/she formulates one or more solutions, and identifies a few religious or cultural references relevant to the moral issue.

#### Level 6

By the end of Cycle Two, the student identifies a moderately complex moral issue that reveals itself in a real or simulated situation. He/she describes the problem related to the issue in greater detail than in Cycle One. The student refers to his/her own experiences to formulate one or more solutions and states possible consequences. He/she takes account of a religious or cultural frame of reference. The student decides on and justifies two points of view.

## Competency 3: To take an enlightened position on situations involving a moral issue

## Cycle Three

## Level 7

The student brings up a problem in which he/she identifies a moral issue. The student illustrates the issue from personal experience. He/she formulates several solutions and identifies the consequences. The student proposes solutions based on religious or cultural references.

## Level 8

The student explains how the problem in question gives rise to a moral issue. He/she proposes solutions and lists consequences. The student justifies choices based on religious or cultural references.

## Level 9

By the end of Cycle Three, the student identifies a moral issue that reveals itself in a real or simulated situation or that is derived from a broad area of learning. He/she provides a detailed description of the problem related to the issue. The student refers to his/her own and other people's experiences to formulate various solutions and state numerous possible consequences. He/she takes account of religious or cultural frames of reference that he/she uses to justify several points of view. The student is able to take and justify a position.

