




Secondary Cycle Two

The () symbol indicates important information. Click on it to display the information. A complete list of important information is presented on [page 16](#).

For more information regarding ministerial examinations or the certification of studies, parent-educators can contact the Direction de l'enseignement à la maison or their school service centre or school board.

Information on the student


COMPULSORY SECTION

Last name:	First name:
Date of birth (year-month-day):	Permanent code (if applicable):
School service centre or school board with jurisdiction: 	
Certificate of eligibility for instruction in English: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable	Level of instruction:  <input type="checkbox"/> Cycle Two, Secondary III <input type="checkbox"/> Cycle Two, Secondary IV <input type="checkbox"/> Cycle Two, Secondary V
Last level of educational services received from an educational institution: <input type="checkbox"/> Not applicable <input type="checkbox"/> Kindergarten <input type="checkbox"/> Elementary 1 <input type="checkbox"/> Elementary 2 <input type="checkbox"/> Elementary 3 <input type="checkbox"/> Elementary 4 <input type="checkbox"/> Elementary 5 <input type="checkbox"/> Elementary 6 <input type="checkbox"/> Secondary I <input type="checkbox"/> Secondary II <input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V	


Student's learning profile (optional section)

Strengths, interests, challenges, difficulties or any other relevant information:

Start date of the implementation of the learning project (year-month-day):

Description of the chosen educational approach: 

Approximate plan of the time allocated to the learning activities: 

Method(s) for evaluating the student's progress: 

- Evaluation by the school service centre or school board
- Evaluation by a private school
- Evaluation by the holder of a teaching licence
- Portfolio submitted to the Minister

Uniform examinations set by the Minister

Level of instruction

Mathematics (SN or TS or CST)

Science (ST or AST)

History of Québec and Canada

OR (when French is the language of instruction)

Mathématique (SN or TS or CST)

Science (ST or ATS)

Histoire du Québec et du Canada

Secondary IV

English Language Arts, reading and writing

Français, langue seconde (Core program or Enriched program)

OR (when French is the language of instruction)

Français, langue d'enseignement, écriture

English as a Second Language (Core program or Enriched program)

Secondary V

One or more organizations will be involved in the student's learning: Yes No

Name of organization 1:

Address (number, street, city and province):

Postal code:

Email address:

Telephone:

Extension:

Type of involvement:

Name of organization 2:

Address (number, street, city and province):

Postal code:

Email address:


Telephone:

Extension:

Type of involvement:

Support from a school service centre or school board (optional section) 

No request for support from a school service centre or school board

Request for access to instructional materials 

textbooks

other materials: _____

Request for access to complementary educational services

special education services

academic and career counselling and information

remedial education services

speech therapy services

psychoeducational services

psychological services

support services for the use of the documentary resources of the school library

Request for access to resources

auditorium and art rooms

library

sports and recreational facilities

science laboratory




computer laboratory

Request for an evaluation in order to obtain the credits required to earn a diploma recognized by the Minister

Québec Education Program (QEP): <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary>

Note: In an effort to adopt gender-inclusive language in the competencies of the QEP, the singular pronouns “he” and “she” and their related forms have been replaced by the pronoun “they” and its related forms, used in the singular.

Languages (compulsory section)

Subjects	Level(s) of instruction 	Brief description of the activities chosen 	Educational resources that will be used 
<p><input type="checkbox"/> English Language Arts</p> <ul style="list-style-type: none"> • Uses language/talk to communicate and to learn • Reads and listens to written, spoken and media texts • Produces texts for personal and social purposes <p>OR</p> <p><input type="checkbox"/> Français, langue d’enseignement</p> <ul style="list-style-type: none"> • Lire et apprécier des textes variés • Écrire des textes variés • Communiquer oralement selon des modalités variées 	<p><input type="checkbox"/> Secondary III</p> <p><input type="checkbox"/> Secondary IV</p> <p><input type="checkbox"/> Secondary V</p> <p><input type="checkbox"/> Other, specify: _____</p>		
<p>Français, langue seconde</p> <ul style="list-style-type: none"> • Interagir en français • Lire des textes variés en français (core program) • Lire des textes courants, spécialisés et littéraires en français (enriched program) • Produire des textes variés en français <p><input type="checkbox"/> Core program</p> <p><input type="checkbox"/> Enriched program</p> <p>OR</p> <p>English as a Second Language</p> <ul style="list-style-type: none"> • Interacts orally in English • Reinvests understanding of texts • Writes and produces texts <p><input type="checkbox"/> Core program</p> <p><input type="checkbox"/> Enriched program</p>	<p><input type="checkbox"/> Secondary III</p> <p><input type="checkbox"/> Secondary IV</p> <p><input type="checkbox"/> Secondary V</p> <p><input type="checkbox"/> Other, specify: _____</p>		

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<input type="checkbox"/> Mathematics <ul style="list-style-type: none"> • Solves a situational problem • Uses mathematical reasoning • Communicates by using mathematical language 	<input type="checkbox"/> Secondary III <input type="checkbox"/> Other, specify: _____		
Mathematics <ul style="list-style-type: none"> • Solves a situational problem • Uses mathematical reasoning • Communicates by using mathematical language <input type="checkbox"/> Science Option (SN) <input type="checkbox"/> Technical and Scientific Option (TS) <input type="checkbox"/> Cultural, Social and Technical Option (CST)	<input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V		
Science and Technology <ul style="list-style-type: none"> • Seeks answers or solutions to scientific or technological problems • Makes the most of [their] knowledge of science and technology • Communicates in the languages used in science and technology <input type="checkbox"/> Science and Technology (ST) <input type="checkbox"/> Applied Science and Technology (ATS)	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Other, specify: _____		

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<input type="checkbox"/> History of Québec and Canada <ul style="list-style-type: none"> • Characterizes a period in the history of Québec and Canada • Interprets a social phenomenon 	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV		
<input type="checkbox"/> Contemporary World <ul style="list-style-type: none"> • Interprets a contemporary world problem • Takes a position on a contemporary world issue 	<input type="checkbox"/> Secondary V		
<input type="checkbox"/> Financial Education <ul style="list-style-type: none"> • Takes a position on a financial issue 	<input type="checkbox"/> Secondary V		

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<input type="checkbox"/> Physical Education and Health <ul style="list-style-type: none"> • Performs movement skills in different physical activity settings • Interacts with others in different physical activity settings • Adopts a healthy, active lifestyle 	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V <input type="checkbox"/> Other, specify: <hr style="width: 100%;"/>		
<input type="checkbox"/> Ethics and Religious Culture <ul style="list-style-type: none"> • Reflects on ethical questions • Demonstrates an understanding of the phenomenon of religion • Engages in dialogue 	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V <input type="checkbox"/> Other, specify: <hr style="width: 100%;"/>		

Arts Education (optional in a homeschooling context) 14

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<input type="checkbox"/> Drama <ul style="list-style-type: none"> • Creates dramatic works • Performs dramatic works • Appreciates dramatic works <input type="checkbox"/> Visual Arts <ul style="list-style-type: none"> • Creates personal images • Creates media images • Appreciates images <input type="checkbox"/> Dance <ul style="list-style-type: none"> • Creates dances • Performs dances • Appreciates dances <input type="checkbox"/> Music <ul style="list-style-type: none"> • Creates musical works • Performs musical works • Appreciates musical works 	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V <input type="checkbox"/> Other, specify: <hr/>		

Optional subjects 15

Languages

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<input type="checkbox"/> Spanish as a Third Language <ul style="list-style-type: none"> • Interacts in Spanish • Understands a variety of texts in Spanish • Produces a variety of texts in Spanish 	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V		

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<input type="checkbox"/> Environmental Science and Technology (EST) Enriched course taken after the ST course <ul style="list-style-type: none"> • Seeks answers or solutions to scientific or technological problems • Makes the most of [their] knowledge of science and technology • Communicates in the languages used in science and technology OR <input type="checkbox"/> Science and the Environment (SE) Enriched course taken after the AST course <ul style="list-style-type: none"> • Seeks answers or solutions to scientific problems • Makes the most of [their] scientific knowledge • Communicates using scientific language 	<input type="checkbox"/> Secondary IV		
<input type="checkbox"/> Chemistry Prerequisites: (ST + EST) or (AST + SE) <ul style="list-style-type: none"> • Seeks answers or solutions to problems involving chemistry • Makes the most of [their] knowledge of chemistry • Communicates ideas relating to questions involving chemistry, using the languages associated with science and technology 	<input type="checkbox"/> Secondary V		
<input type="checkbox"/> Physics Prerequisites: (ST + EST) or (AST + SE) <ul style="list-style-type: none"> • Seeks answers or solutions to problems involving physics • Makes the most of [their] knowledge of physics • Communicates ideas relating to questions involving physics, using the languages associated with science and technology 	<input type="checkbox"/> Secondary V		

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<input type="checkbox"/> Cultural Geography <ul style="list-style-type: none"> • Understands the organization of a cultural area • Interprets the dynamics of a cultural area 	<input type="checkbox"/> Secondary V		
<input type="checkbox"/> History of the 20th Century <ul style="list-style-type: none"> • Characterizes a historical turning point • Interprets a social phenomenon using the historical method 	<input type="checkbox"/> Secondary V		

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<ul style="list-style-type: none"> <input type="checkbox"/> Drama <ul style="list-style-type: none"> • Creates dramatic works • Performs dramatic works • Appreciates dramatic works <input type="checkbox"/> Visual Arts <ul style="list-style-type: none"> • Creates personal images • Creates media images • Appreciates images <input type="checkbox"/> Dance <ul style="list-style-type: none"> • Creates dances • Performs dances • Appreciates dances <input type="checkbox"/> Music <ul style="list-style-type: none"> • Creates musical works • Performs musical works • Appreciates musical works 	<ul style="list-style-type: none"> <input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V 		
<p>Arts and Multimedia</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drama and Multimedia <ul style="list-style-type: none"> • Creates dramatic works • Performs dramatic works • Appreciates dramatic works <input type="checkbox"/> Visual Arts and Multimedia <ul style="list-style-type: none"> • Creates personal images • Creates media images • Appreciates images <input type="checkbox"/> Dance and Multimedia <ul style="list-style-type: none"> • Creates dances • Performs dances • Appreciates dances <input type="checkbox"/> Music and Multimedia <ul style="list-style-type: none"> • Creates musical works • Performs musical works • Appreciates musical works 	<ul style="list-style-type: none"> <input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V 		

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<input type="checkbox"/> Personal Orientation Project <ul style="list-style-type: none"> • Carries out a process of career exploration • Contemplates [their] learning and work possibilities 	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V		
<input type="checkbox"/> Entrepreneurship <ul style="list-style-type: none"> • Determines [their] suitability for entrepreneurship • Implements an entrepreneurial project 	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V		
<input type="checkbox"/> Exploration of Vocational Training <ul style="list-style-type: none"> • Explores vocational training • Contemplates [their] suitability for vocational training 	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V		

Integrative Project

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
<input type="checkbox"/> Integrative project <ul style="list-style-type: none"> • Carries out an integrative project • Makes connections between elements of [their] learning 	<input type="checkbox"/> Secondary V		

Other subjects, knowledge or competencies 16

COMPULSORY SECTION

Other subjects, knowledge or competencies	Brief description of the activities chosen
<input type="checkbox"/> None <input type="checkbox"/> Yes, specify:	

Sexuality Education, Academic and Career Guidance, and Cardiopulmonary Resuscitation (CPR)

(optional in a homeschooling context)

Content	Level(s) of instruction	Planned learning	Activities chosen
<input type="checkbox"/> Sexuality Education	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V <input type="checkbox"/> Other, specify: _____		
<input type="checkbox"/> Academic and Career Guidance	<input type="checkbox"/> Secondary III <input type="checkbox"/> Secondary IV <input type="checkbox"/> Secondary V <input type="checkbox"/> Other, specify: _____		
<input type="checkbox"/> Cardiopulmonary Resuscitation (CPR)	<input type="checkbox"/> Secondary III		

Additional notes (optional section)

Learning project

COMPULSORY SECTION

Developed by:

Date (year-month-day):

The parents must send the Minister a document describing the student's learning project and must implement the learning project:

- on or before September 30 of each year
- if the child stops attending an educational institution at any time during a school year, within 30 days of that time

Parents who require assistance in developing or implementing the learning project may contact the Direction de l'enseignement à la maison.

1. Learning project: The child's learning project is a document that describes the learning to be acquired and the competencies of the Québec Education Program to be developed.

2. School service centre or school board with jurisdiction: According to the *Education Act* (CQLR, c. I-13.3), this is the school service centre or school board that has jurisdiction over the territory in which the child resides. The child must be declared eligible for instruction in English before they can be assigned an English school board.

3. Level of instruction: The level of instruction corresponds to the school year in the cycle of education in which the child would be enrolled if they were attending a school.

4. Description of the chosen educational approach: The educational approach refers to the guidelines that govern the parents' educational choices and that reflect their educational vision, ideas or philosophy.

5. Approximate plan of the time allocated to the learning activities: Parents must indicate the approximate time allocated to carrying out the learning activities. This refers to the number of hours per day or week, as well as the distribution of subjects and activities over the course of a typical day, week or month (e.g. more theoretical learning in the morning and projects in the afternoon; core subjects in the morning and other subjects in the afternoon; online courses two hours a week; science project once a month; participation in a reading club two hours a week).

6. Method(s) for evaluating the child's progress: Parents must indicate the method(s) that will be used to evaluate the child's learning. Parents are responsible for taking the necessary steps involved in conducting such evaluations.

Starting in 2021-2022, homeschooled children will be required to take the examinations set by the Minister under the *Homeschooling Regulation* (CQLR, c. I-13.3, r. 6.01).

The following evaluation methods are available to parents:

- **Evaluation by the school service centre or school board:** Parents may choose to have their child evaluated by the school service centre or school board with jurisdiction, in accordance with the procedures established by that school service centre or school board.
- **Evaluation by the holder of a teaching licence:**¹ This is an evaluation by a person who holds a teaching licence issued by the Minister, as set out in the *Regulation respecting teaching licences* (CQLR, c. I-13.3, r. 2.01).
- **Evaluation by a private school:** Parents may choose to have their child evaluated by a private school governed by the *Act respecting private education* (CQLR, c. E-9.1), in accordance with the procedures determined by that school.

• **Examinations set by the Minister:**

- Uniform examinations are administered in Secondary IV (Mathematics; Science and Technology or Applied Science and Technology; and History of Québec and Canada) and Secondary V (Français, langue d'enseignement [French sector only] or English Language Arts; and English as a Second Language [core or enriched program, French sector only] or French as a Second Language [core or enriched program]).

For more information, consult the following page: www.education.gouv.qc.ca/en/parents-and-guardians/exams/schedule-for-the-examination-session-and-retake-of-examinations.

- **Portfolio submitted to the Minister:**² Parents who choose the portfolio as an evaluation method must ensure that the submitted document respects the requirements and conditions set out by the Direction de l'enseignement à la maison.

7. Support from a school service centre or school board: Parents must provide the school service centre or school board with a copy of their child's learning project whenever they make a request for free access to textbooks, instructional materials or complementary services, or whenever they request for their child to write a ministerial evaluation or an evaluation leading to the credits required to earn a diploma recognized by the Minister. School service centres and school boards are responsible for establishing the terms and conditions under which they provide support to homeschooled students.

¹ The Direction de l'enseignement à la maison has created a reference document intended for parent-educators that sets out the requirements and conditions of this evaluation method. This document is entitled *Evaluations Conducted in a Homeschooling Context by the Holder of a Teaching Licence*.

² The Direction de l'enseignement à la maison has created a reference document intended for parent-educators that sets out the requirements and conditions of this evaluation method. This document is entitled *The Portfolio in a Homeschooling Context*.

8. Request for access to instructional materials: Basic instructional materials cover the essential aspects of a given program of study. These materials include a student textbook and, usually, a teacher's guide. Not included are documents in which students write, draw or cut out.

9. Subjects: The Québec Education Program establishes the compulsory and optional programs of study for all children and students in Québec.

The official programs of study in each subject must be taught to allow progress in learning equivalent to the progress expected in each cycle at school. The learning project must target the development of competencies in English (language of instruction, if the learning project incorporates English Language Arts), French (language of instruction and second language) and Mathematics each year. For the subjects in Science and Social Sciences, parents have a certain degree of flexibility as to when prescribed content is taught within a cycle, except in Secondary Cycle Two, where these subjects must be taught each year.

If parents believe that their child should be exempt from one or more subjects due to a disability, social maladjustment or learning difficulty, they may submit a request to their resource person. In the case of a student with a moderate to severe or a profound intellectual disability, parents may develop a learning plan based on the appropriate educational program ([CASP-I](#), [Challenges](#) or [EPPII](#)). No exemption may be granted in language of instruction, second language or mathematics.

10. Level(s) of instruction: Parents must indicate the level or levels of instruction for each subject targeted in the learning project. It is possible that the level or levels targeted by different subjects are not the same, that the child acquires learning usually covered during an entire cycle within a single year, or that content from a previous or subsequent year in the same cycle will be targeted.

11. Brief description of the activities chosen: Parents must indicate the activities and projects chosen to develop the competencies targeted in the learning project. A brief description of planned activities and projects must be provided for the subject. However, parents are not expected to provide a description for all the learning activities.

The Direction de l'enseignement à la maison recommends that parents keep evidence of learning on hand (including the date, learning context and educational aim). They are also encouraged to record and comment on any observations they have made, so that this information is available if needed. These comments and observations may also be useful when preparing the reports on the child's learning progress or the portfolio, if parents have chosen this evaluation method.

The **learning context** refers to the context in which a learning activity or project is carried out (e.g. formal, informal or real-life situation, time required for the task, resources and tools used, degree of independence, interest and motivation in the task, type of support provided).

The **educational aim** refers to what a child is expected to know and be able to do when carrying out an activity or project.

12. Educational resources that will be used: Educational resources include pedagogical, human, cultural, scientific or sports resources that are used by parents and children as part of teaching and learning activities. It is important to indicate which resources are used in the various subjects targeted by the learning project to provide context to the activities that are described.

13. Personal Development: To obtain a Secondary School Diploma, students must complete 54 credits, including 2 credits in either Secondary V Ethics and Religious Culture or Secondary V Physical Education and Health.

14. Arts Education: To obtain a Secondary School Diploma, students must complete 54 credits, including 2 credits in Secondary IV Arts Education.

15. Optional subjects: In Secondary Cycle Two, the Québec Education Program (QEP) includes a range of compulsory and optional subjects, combining the basic education all students need with more specialized training corresponding to their individual interests, aptitudes and talents. For this purpose, the Minister determines the list of elective subjects for which a program of study will be established as well as the number of credits to be assigned to each of these subjects.

16. Other subjects, knowledge or competencies: Some elements of learning complete and enrich a child's existing knowledge. Activities that foster such learning may include computer courses, lifeguard or babysitter training, learning a sign language or another language, wilderness orientation, crafts, horticulture, mechanics, farming or martial arts.

Changes made to the learning project: Any changes made to the learning project that do not directly affect the child's learning must be indicated in the status report. Such changes could pertain, for example, to how resources are used or activities carried out.

However, **parents must inform the Minister of any substantial change made to the learning project within 15 days.** For this purpose, an email explaining the change must be sent to the resource person assigned to the family. A substantial change is any major change made to the planned learning, irrespective of how the learning is acquired. This may be a change to the planned learning for one or several subjects, such as when learning activities are dropped partially or completely. A substantial change may be necessary for health reasons or another reason that limits the possibility of acquiring the learning. Parents can contact their resource person if they have any doubt about the nature of a change or the actions to be taken as a result of a change.