Learning to Be Prioritized at the Secondary Level for the 2021-2022 School Year in the Context of the Pandemic

Votre gouvernement

Québec

Coordination and content
Direction générale des services à l'enseignement
Soutien aux élèves, pédagogie et services à l'enseignement

Title of original document
Apprentissages à prioriser à l'enseignement secondaire pour l'année scolaire 2021-2022 en contexte pandémique

English version
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21-098-11A-5

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INTRODUCTION

This document is a **planning aid for teachers** in an exceptional context where learning conditions have been affected by the health crisis. It identifies, in a comprehensive manner, the learning to be prioritized during the 2021-2022 school year in order to foster students' educational progress. **It is important to note that, unlike the 2021-2022 *Learning to Be Prioritized* documents published halfway through the school year, this new document covers the entire 2021-2022 school year. As a result, and with a view to gradually resuming normal activities, the Ministère has made adjustments to and provided further clarifications for certain subject-specific documents that are made available to the school network**.

In anticipation of an eventual return to normal activities, and provided the situation and their students' learning progress permit it, teachers are invited to go beyond the elements presented in this document by drawing on the *Québec Education Program* and the documents that supplement it.

The learning to be prioritized presented in this document covers the following programs: English Language Arts; Mathematics; Geography; History and Citizenship Education; History of Québec and Canada; Financial Education; Contemporary World; Science and Technology; Applied Science and Technology; and Français, langue seconde. However, the Ministère de l'Éducation would like to emphasize that all the other programs of study and the compulsory content targeted by the *Basic school regulation for preschool, elementary and secondary education* (chapter I-13.3, r.8) must continue to be taught. This includes Drama; Visual Arts; Dance; Music; Physical Education and Health; Ethics and Religious Culture; Intégration linguistique, scolaire et sociale; and the Personal Orientation Project. In all cases, it is up to teachers to evaluate students on the learning content that has been covered, based on the specific situation of their institution, as well as on the needs and the progress of the students under their responsibility.

In addition, the following support documents have been made available:

- *Identifying Essential Learning* documents for homeroom teachers and specialists were sent to school service centres, school boards and private schools on August 21, 2020, with a letter from the Deputy Minister.
- *Ideas for Targeting Essential Learning Between Now and the End of the 2019-2020 School Year* documents were posted on the Ministère de l'Éducation's website on the pages for the relevant subjects.
- ***The Learning to Be Prioritized at the Secondary Level for the 2021-2022 School Year in the Context of the Pandemic*** document was published on the Ministère de l'Éducation's website.
- The **training in three modules** presented by the Direction de formation générale des jeunes:
  - Learning and Enabling Learning: Embracing and Implementing Curricula
  - Identifying Students' Needs to Optimize Planning and Learning
  - Differentiated Instruction Through Pedagogical Flexibility

You are also encouraged to consult the **Offres de formation** page (available in French only), which outlines the professional development training offered by the Ministère de l'Éducation.

English Language Arts

Secondary Cycle One

Teaching the competencies explicitly in an integrated and balanced manner promotes the transfer of learning and makes the best use of teaching time. With the inclusion of a wide range of spoken, written and media texts, the important role of talk in all aspects of the learning process, and an emphasis on conferencing and student self-evaluation, the SELA1 program provides a solid foundation for differentiated instruction.

Competencies[1]	Set priorities to ensure that students are:
Uses language to communicate and to learn	• Selecting from a repertoire of strategies to support and extend communication and collaboration, such as listening critically and calling on prior knowledge • Engaging in collaborative inquiry through talk, problem solving and action research to explore **issues of personal and social interest** • Producing spoken texts **for a familiar audience** to communicate information, experiences and personal responses
Reads and listens to texts	• Reading, viewing and listening to the prioritized genres[2] • Considering the social functions of texts and the context in which they were produced, as well as their own reading context, to determine appropriate reading stance • Adjusting reading stance and strategies to determine possible meaning(s) or message(s) in texts • Using cues conveyed by the structures, features, codes and conventions of texts to determine possible meaning(s) or message(s) • Citing evidence from texts to substantiate own ideas, statements, questions and opinions • Talking about (discussing) their responses to negotiate meaning of texts
Produces spoken, written and media texts	• Consolidating knowledge of prioritized genres[2] **for a familiar audience** • Selecting genres[2] with awareness of context, purpose, meaning(s)/message(s) and intended audience • Applying the writing/production process for the prioritized genres,[2] i.e. planning, drafting, conferring, revising, editing (final draft if necessary) • Revising drafts critically, considering peer/teacher feedback and making relevant adjustments to enhance clarity and meaning/message • Editing for errors in language (i.e. spelling, usage conventions, grammar and syntax)

For more information, please refer to ***Supporting the Interpretation of the Prioritized Learning form the MEQ: Secondary***, created by a subcommittee of DEEN's Languages Network.

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.

1. To simplify this document, the competencies are presented as they appear in the report cards.
2. Required genres for Secondary Cycle One include:
   - **Planning texts: i.e. Notes, rubrics, mind maps, graphic organizers, checklists, timelines**
   - **Reflective texts: i.e. Journals, self-evaluations, writer's notebooks**
   - **Narrative texts: i.e. Young adult literature, classic, modern and contemporary literature, dramatizations**
   - Explanatory texts: i.e. How-to manuals, photo essays, instructions
   - Reports: i.e. News reports of personal or local interest in different media, research reports

   Due to time restrictions and less than optimal classroom conditions across the province, teachers may consolidate the genres in bold. Choosing to prioritize one genre does not exclude teaching the others.

English Language Arts

Secondary Cycle Two

Teaching the competencies explicitly in an integrated and balanced manner promotes the transfer of learning and makes the best use of teaching time. With the inclusion of a wide range of spoken, written and media texts, the important role of talk in all aspects of the learning process, and an emphasis on conferencing and student self-evaluation, the SELA2 program provides a solid foundation for differentiated instruction.

Competencies[3]	Set priorities to ensure that students are:
Uses language to communicate and to learn	• Engaging in collaborative inquiry through talk, and participating in problem solving, action research and activities to explore **cultural and political worlds including issues that present more intellectual challenges** • Contributing to discussions **in an increasingly confident and autonomous manner** (i.e. negotiating, raising questions, articulating thoughts and making critical judgments in their own voice) • Producing spoken texts for an **increasingly unfamiliar audience** to communicate information, experiences and personal responses • Adapting aspects of spoken and non-verbal language to context, purpose, intended audience (i.e. register, stylistic features and other rhetorical strategies)
Reads and listens to texts	• Reading, viewing and listening to the prioritized genres[4] • Establishing interrelationships between the structures and features of the genre, the context in which the text is produced, and the impact of the text on self as reader[2] • Locating evidence in the text of how an author creates a relationship between the text and its reader • Talking about their responses **with increased clarity and confidence** • Producing a **coherent initial response** to a text • Keeping track of changes in own initial response while working toward a **more considered interpretation** of the text • Drawing inferences, generalizations and conclusions based on evidence in the text
Produces spoken, written and media texts	• Consolidating knowledge of prioritized genres[4] for an **increasingly unfamiliar audience** • Using appropriate organizational devices with an awareness of context, purpose, intended audience and meaning(s)/message(s) • Revising and editing drafts critically, using precise details and information, structures, features, codes and conventions of the text and stylistic conventions for specific effect • Consolidating the writing/production process for the prioritized genres[4]

For more information, please refer to ***Supporting the Interpretation of the Prioritized Learning form the MEQ: Secondary***, created by a subcommittee of DEEN's Languages Network.

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3. To simplify this document, the competencies are presented as they appear in the report cards.
4. Required genres for Secondary Cycle Two include:
   - Planning texts: i.e. Notes, rubrics, mind maps, graphic organizers, checklists, timelines, story boards, action plans
   - Reflective texts: i.e. Journals, self-evaluations, writer's notebooks, texts reflecting on values, experiences, ideas, opinions, state of society today
   - Narrative texts: i.e. Young adult literature; classic, modern and contemporary literature; spoken performances, popular mass-produced texts, adult literature, poetic narratives
   - Explanatory texts: i.e. How-to texts, photo essays, instructions
   - **Reports: i.e. News reports of national or international interest in different media, research reports, interviews, feature news stories**
   - **Expository texts (persuasive, argumentative): i.e. Advertisements, debates, speeches, reviews, essays, texts dealing with personal and social concerns**

   Due to time restrictions and less than optimal classroom conditions across the province, teachers may consolidate the genres in bold. Choosing to prioritize one genre does not exclude teaching the others.

Mathematics

Secondary Cycle One

The development and recognition of students' competencies are based mainly on the completion of **complex tasks**. Moreover, the priority should be to cover all the key features of each competency throughout the school year to ensure that the students' mathematical competencies can be developed and observed. In essence, the three competencies are distinguished from one another by the emphasis each one places on different facets of mathematical thinking.

Learning strategies: The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

Learning to be prioritized with regard to the competencies and their key features

Solves a situational problem

- Decodes the elements that can be processed mathematically
- Represents the situational problem by using a mathematical model
- Works out a mathematical solution
- Validates the solution
- Shares information related to the solution

Uses mathematical reasoning

- Forms and applies networks of mathematical concepts and processes
- Establishes conjectures
- Constructs proofs

Communicates by using mathematical language

- Analyzes a situation involving mathematical communication
- Interprets or conveys mathematical messages
- Produces a mathematical message

This competency is developed by drawing on the other two subject-specific competencies.

Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

Arithmetic

- Understanding of rational numbers and operations involving rational numbers
- Operations involving rational numbers written in decimal and fractional notation
  - Switching from one way of writing numbers to another using positive numbers
  - Operations involving negative numbers written in decimal notation
- Understanding and analyzing proportional situations

Algebra

- Understanding and manipulating algebraic expressions
- Analyzing situations using *different types of representation,* including equations

Probability

- Understanding data from random experiments involving one or more steps with *or without* order (with or without replacement)
- Enumerating the possible outcomes
- Calculating and interpreting the probability of an event

Statistics

- Processing data from a survey *or a census*: one-variable distribution (qualitative variable, discrete or continuous quantitative variable)
  - Organizing and representing data
  - Calculating and interpreting an arithmetic mean *and measures of dispersion*
  - *Recognizing possible sources of bias*

Learning to be prioritized with regard to the competencies and their key features	Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics
	Geometry • Congruent or similar figures • Finding unknown measurements using the properties of plane figures and solids, and relations – Angles, lengths and areas • Justifying statements using definitions or properties of plane figures and angles and using measurements • *Geometric constructions and transformations* • Locating objects/numbers on an axis and in the Cartesian plane

Ways to optimize teaching time and students' learning:

- **Cover all the branches of mathematics** and **each of the related topics** listed in the right-hand column. However, it is not necessary to ensure that the students have mastered each of the mathematical concepts and processes related to each topic.
- Give priority to the topics that are not in italics.
- **Opt for tasks that focus on one or more competencies and several concepts and processes** related to one or more branches of mathematics.

A recording of the training session entitled ***Courses of action for a realistic and harmonized implementation of the mathematics programs*** (In French only) is available on the website of the Ministère de l'Éducation.

You can register for the training session entitled *How to Optimize Learning in Cycle One Mathematics: Advantages for Students and Teachers* by consulting ***Offres de formation de la Direction de la formation générale des jeunes (DFGJ)*** on the website of the Ministère de l'Éducation.

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Mathematics

Secondary III

The development and recognition of students' competencies are based mainly on the completion of **complex tasks.** Moreover, the priority should be to cover all the key features of each competency throughout the school year to ensure that the students' mathematical competencies can be developed and observed. In essence, the three competencies are distinguished from one another by the emphasis each one places on different facets of mathematical thinking.

Learning strategies: The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

Learning to be prioritized with regard to the competencies and their key features

Solves a situational problem

- Decodes the elements that can be processed mathematically
- Represents the situational problem by using a mathematical model
- Works out a mathematical solution
- Validates the solution
- Shares information related to the solution

Uses mathematical reasoning

- Makes conjectures
- Constructs and uses networks of mathematical concepts and processes
- Constructs proofs

Communicates by using mathematical language

- Interprets mathematical messages
- Produces and conveys mathematical messages
- Makes adjustments in communicating a mathematical message

This competency is developed by drawing on the other two subject-specific competencies.

Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

Arithmetic and algebra

- Representing rational and irrational numbers (*using scientific notation in appropriate situations*)
- Expanding and factoring numerical and algebraic expressions
- Inequality relation *and solving first-degree inequalities in one variable*
- *Solving systems of first-degree equations in two variables*
- Modelling a situation using a polynomial function of degree 0 or 1 or a rational function
  - *Representing and interpreting the inverse function*

Probability

- *Identifying the type of random variable (discrete, continuous)*
- *Enumerating the possible outcomes of a random experiment using geometric figures*
- *Calculating probabilities in a variety of situations, including measurement contexts*

Contexts involving probability can be used to develop students' knowledge of geometry by including units of measure. These contexts may also be used to foster the development of critical judgment in various everyday situations.

Statistics

- Calculating and interpreting measures of central tendency *and measures of dispersion*
- Constructing and interpreting histograms, tables of condensed data or data grouped into classes, *and box-and-whisker plots*

Learning to be prioritized with regard to the competencies and their key features	Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics
	Geometry • *Representing three-dimensional figures in the plane using different procedures: net, projections and perspectives* • Finding unknown measurements using the properties of figures and relations – Lengths in a plane figure, such as the sides of a right triangle (Pythagorean theorem), or in a solid, *including segments resulting from an isometry or a similarity transformation* – Area of spheres, right cones and decomposable figures, *including figures resulting from a similarity transformation* – Volumes of decomposable solids, *including solids resulting from an isometry or a similarity transformation*

Ways to optimize teaching time and students' learning:

- **Cover all the branches of mathematics** and **each of the related topics** listed in the right-hand column. However, it is not necessary to ensure that the students have mastered each of the mathematical concepts and processes related to each topic.
- Give priority to the topics that are not in italics.
- **Opt for tasks that focus on one or more competencies and several concepts and processes** related to one or more branches of mathematics.

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Mathematics – *Cultural, Social and Technical* Option

Secondary IV

The development and recognition of students' competencies are based mainly on the completion of **complex tasks.** Moreover, the priority should be to cover all the key features of each competency throughout the school year to ensure that the students' mathematical competencies can be developed and observed. In essence, the three competencies are distinguished from one another by the emphasis each one places on different facets of mathematical thinking.

Learning strategies: The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

Learning to be prioritized with regard to the competencies and their key features

Solves a situational problem

- Decodes the elements that can be processed mathematically
- Represents the situational problem by using a mathematical model
- Works out a mathematical solution
- Validates the solution
- Shares information related to the solution

Uses mathematical reasoning

- Makes conjectures
- Constructs and uses networks of mathematical concepts and processes
- Constructs proofs

Communicates by using mathematical language

- Interprets mathematical messages
- Produces and conveys mathematical messages
- Makes adjustments in communicating a mathematical message

This competency is developed by drawing on the other two subject-specific competencies.

Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

Arithmetic and algebra

- Modelling a situation using a real function: second-degree polynomial, exponential, periodic, *step, piecewise*
  - *Representing and interpreting the inverse*
- Solving systems of first-degree equations in two variables

Statistics

- Analyzing and making decisions about situations involving *one- or* two-variable distributions
  - *Calculating and interpreting measures of position and of dispersion*
  - *Constructing and interpreting stem-and-leaf plots*
  - Assessing and interpreting the correlation coefficient
  - *Interpolating or extrapolating values using a regression line*

Geometry

- Finding unknown measurements, using *metric or* trigonometric relations and properties of figures

Learning to be prioritized with regard to the competencies and their key features	Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics
	Analytic geometry • Finding unknown measurements or positions using properties of figures and the concept of change (distance, slope, *point of division*) • Modelling and representing a situation by using one or two straight lines, in particular by using parallel or perpendicular lines: graphically or algebraically

Ways to optimize teaching time and students' learning:

- **Cover all the branches of mathematics** and **each of the related topics** listed in the right-hand column. However, it is not necessary to ensure that the students have mastered each of the mathematical concepts and processes related to each topic.
- Give priority to the topics that are not in italics.
- **Opt for tasks that focus on one or more competencies and several concepts and processes** related to one or more branches of mathematics.

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Mathematics – *Science* Option

Secondary IV

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Learning strategies: The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

Learning to be prioritized with regard to the competencies and their key features

Solves a situational problem

- Decodes the elements that can be processed mathematically
- Represents the situational problem by using a mathematical model
- Works out a mathematical solution
- Validates the solution
- Shares information related to the solution

Uses mathematical reasoning

- Makes conjectures
- Constructs and uses networks of mathematical concepts and processes
- Constructs proofs

Communicates by using mathematical language

- Interprets mathematical messages
- Produces and conveys mathematical messages
- Makes adjustments in communicating a mathematical message

This competency is developed by drawing on the other two subject-specific competencies.

Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

Arithmetic and algebra

- Manipulating algebraic expressions
  - Expanding and factoring
  - Solving second-degree equations or inequalities in one or two variables
  - *Solving an inequality graphically and checking the feasible region of a first- or second-degree inequality in two variables*
- Modelling a situation using a real function: second-degree polynomial, *step, greatest-integer*
- Solving systems of equations

Statistics

- Analyzing and making decisions about situations involving two-variable distributions
  - Assessing and interpreting the correlation coefficient
  - *Interpolating or extrapolating values using a regression line*

Geometry

- Finding unknown measurements using *metric or* trigonometric relations *and properties of congruent, similar or equivalent figures*

Learning to be prioritized with regard to the competencies and their key features	Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics
	Analytic geometry • Finding unknown measurements or positions by using properties of figures and the concept of change (distance, slope) • Modelling and representing a situation by using one or two straight lines, in particular by using parallel or perpendicular lines *or half-planes*: graphically or algebraically

Ways to optimize teaching time and students' learning:

- **Cover all the branches of mathematics** and **each of the related topics** listed in the right-hand column. However, it is not necessary to ensure that the students have mastered each of the mathematical concepts and processes related to each topic.
- Give priority to the topics that are not in italics.
- **Opt for tasks that focus on one or more competencies and several concepts and processes** related to one or more branches of mathematics.

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Mathematics – *Technical and Scientific* Option

Secondary IV

The development and recognition of students' competencies are based mainly on the completion of **complex tasks.** Moreover, the priority should be to cover all the key features of each competency throughout the school year to ensure that the students' mathematical competencies can be developed and observed. In essence, the three competencies are distinguished from one another by the emphasis each one places on different facets of mathematical thinking.

Learning strategies: The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

Learning to be prioritized with regard to the competencies and their key features

Solves a situational problem

- Decodes the elements that can be processed mathematically
- Represents the situational problem by using a mathematical model
- Works out a mathematical solution
- Validates the solution
- Shares information related to the solution

Uses mathematical reasoning

- Makes conjectures
- Constructs and uses networks of mathematical concepts and processes
- Constructs proofs

Communicates by using mathematical language

- Interprets mathematical messages
- Produces and conveys mathematical messages
- Makes adjustments in communicating a mathematical message

This competency is developed by drawing on the other two subject-specific competencies

Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

Arithmetic and algebra

- Manipulating numerical and algebraic expressions
  - Real numbers: radicals, powers and logarithms
  - Expanding and factoring
  - Solving second-degree equations or inequalities in one or two variables, or exponential equations or inequalities in one variable
  - *Solving an inequality graphically and checking the feasible region of a first- or second-degree inequality in two variables*
- Modelling a situation using a real function: second-degree polynomial, exponential, periodic, *step, greatest-integer, piecewise, square root, logarithmic*
  - *Representing and interpreting the inverse*
- Solving systems of first-degree equations in two variables

Probability

- *Representing and calculating conditional probability*
- *Determining the "odds for" or "odds against"*
- *Calculating and interpreting mathematical expectation*

Statistics

- Analyzing and making decisions about situations involving *one- or* two-variable distributions
  - *Calculating and interpreting measures of dispersion*
  - Assessing and interpreting the correlation coefficient
  - *Interpolating or extrapolating values using a regression line or the functional model best suited to the situation*

Geometry

- Finding unknown measurements using *metric or* trigonometric relations and properties of figures

Learning to be prioritized with regard to the competencies and their key features	Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics
	Analytic geometry • Finding unknown measurements or positions by using properties of figures and the concept of change (distance, slope, *point of division*) • Modelling and representing a situation by using one or two straight lines, in particular by using parallel or perpendicular lines *or half-planes*: graphically or algebraically

Ways to optimize teaching time and students' learning:

- **Cover all the branches of mathematics** and **each of the related topics** listed in the right-hand column. However, it is not necessary to ensure that the students have mastered each of the mathematical concepts and processes related to each topic.
- Give priority to the topics that are not in italics.
- **Opt for tasks that focus on one or more competencies and several concepts and processes** related to one or more branches of mathematics.

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Mathematics – *Cultural, Social and Technical* Option

Secondary V

The development and recognition of students' competencies are based mainly on the completion of **complex tasks.** Moreover, the priority should be to cover all the key features of each competency throughout the school year to ensure that the students' mathematical competencies can be developed and observed. In essence, the three competencies are distinguished from one another by the emphasis each one places on different facets of mathematical thinking.

Learning strategies: The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

Learning to be prioritized with regard to the competencies and their key features

Solves a situational problem

- Decodes the elements that can be processed mathematically
- Represents the situational problem by using a mathematical model
- Works out a mathematical solution
- Validates the solution
- Shares information related to the solution

Uses mathematical reasoning

- Makes conjectures
- Constructs and uses networks of mathematical concepts and processes
- Constructs proofs

Communicates by using mathematical language

- Interprets mathematical messages
- Produces and conveys mathematical messages
- Makes adjustments in communicating a mathematical message

This competency is developed by drawing on the other two subject-specific competencies.

Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

Arithmetic and algebra

- Manipulating arithmetic and algebraic expressions related to economic *or other* contexts
  - Powers and logarithms
- Financial mathematics
  - Calculating, interpreting and analyzing financial situations
- Optimizing a situation and making decisions using linear programming

Probability

- *Analyzing probability data and making decisions related to the data*
  - *Representing and calculating conditional probability*
  - *Determining the "odds for" or "odds against"*
  - *Calculating and interpreting mathematical expectation*
- Social choice theory
  - Making decisions concerning social choices

Geometry

- *Finding unknown measurements using metric or trigonometric relations and properties of congruent, similar or equivalent figures*
- Graph theory
  - Optimizing situations involving the concept of graph and making decisions with respect to these situations

Ways to optimize teaching time and students' learning:

- **Cover all the branches of mathematics** and **each of the related topics** listed in the right-hand column. However, it is not necessary to ensure that the students have mastered each of the mathematical concepts and processes related to each topic.
- Give priority to the topics that are not in italics.
- **Opt for tasks that focus on one or more competencies and several concepts and processes** related to one or more branches of mathematics.

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Mathematics – *Science* Option

Secondary V

The development and recognition of students' competencies are based mainly on the completion of **complex tasks.** Moreover, the priority should be to cover all the key features of each competency throughout the school year to ensure that the students' mathematical competencies can be developed and observed. In essence, the three competencies are distinguished from one another by the emphasis each one places on different facets of mathematical thinking.

Learning strategies: The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

Learning to be prioritized with regard to the competencies and their key features

Solves a situational problem

- Decodes the elements that can be processed mathematically
- Represents the situational problem by using a mathematical model
- Works out a mathematical solution
- Validates the solution
- Shares information related to the solution

Uses mathematical reasoning

- Makes conjectures
- Constructs and uses networks of mathematical concepts and processes
- Constructs proofs

Communicates by using mathematical language

- Interprets mathematical messages
- Produces and conveys mathematical messages
- Makes adjustments in communicating a mathematical message

This competency is developed by drawing on the other two subject-specific competencies.

Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

Arithmetic and algebra

- Manipulating numerical and algebraic expressions by using, among other things, the properties of radicals, exponents, logarithms and absolute values
- Modelling a situation using a real function: absolute value, square root, rational, exponential, logarithmic, sinusoidal, tangent, *piecewise*
- *Operations on functions*
- Optimizing a situation and making decisions using linear programming

Statistics

- *Interpolating or extrapolating values using the functional model best suited to the situation*

Geometry

- Modelling a situation using vectors
- Operations on vectors

Analytic geometry

- Finding unknown measurements *or positions* using properties of figures *and the concept of change (point of division)*
- Standard unit circle
- Modelling a situation using conics centred at the origin *or parabolas resulting from a translation*
- Determining the coordinates of points of intersection between a line and a conic *or between two conics*

Ways to optimize teaching time and students' learning:

- **Cover all the branches of mathematics** and **each of the related topics** listed in the right-hand column. However, it is not necessary to ensure that the students have mastered each of the mathematical concepts and processes related to each topic.
- Give priority to the topics that are not in italics.
- **Opt for tasks that focus on one or more competencies and several concepts and processes** related to one or more branches of mathematics.

A recording of the training session entitled ***Courses of action for a realistic and harmonized implementation of the mathematics programs*** (In French only) is available on the website of the Ministère de l'Éducation.

You can register for the training session entitled *How to Optimize Learning in Cycle One Mathematics: Advantages for Students and Teachers* by consulting ***Offres de formation de la Direction de la formation générale des jeunes (DFGJ)*** on the website of the Ministère de l'Éducation.

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Mathematics – *Technical and Scientific* Option

Secondary V

The development and recognition of students' competencies are based mainly on the completion of **complex tasks**. Moreover, the priority should be to cover all the key features of each competency throughout the school year to ensure that the students' mathematical competencies can be developed and observed. In essence, the three competencies are distinguished from one another by the emphasis each one places on different facets of mathematical thinking.

Learning strategies: The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

Learning to be prioritized with regard to the competencies and their key features

Solves a situational problem

- Decodes the elements that can be processed mathematically
- Represents the situational problem by using a mathematical model
- Works out a mathematical solution
- Validates the solution
- Shares information related to the solution

Uses mathematical reasoning

- Makes conjectures
- Constructs and uses networks of mathematical concepts and processes
- Constructs proofs

Communicates by using mathematical language

- Interprets mathematical messages
- Produces and conveys mathematical messages
- Makes adjustments in communicating a mathematical message

This competency is developed by drawing on the other two subject-specific competencies.

Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

Arithmetic and algebra

- Manipulating numerical and algebraic expressions by using, among other things, the properties of radicals, exponents and logarithms (includes solving systems of equations *and* inequalities involving different functional models)
- Modelling a situation using a real function: second-degree polynomial, square root, rational, exponential, logarithmic, sinusoidal, tangent, *greatest-integer*
- *Operations on functions*
- Optimizing a situation and making decisions using linear programming

Geometry

- Finding unknown measurements using metric or trigonometric relations *and properties of congruent, similar or equivalent figures*
- Modelling a situation using vectors
- Operations on vectors

Analytic geometry

- *Defining and representing a geometric transformation in the Cartesian plane using a rule or a matrix*
- Standard unit circle
- Modelling a situation using conics centred at the origin *or resulting from a translation*
- Determining the coordinates of points of intersection between a line and a conic

Ways to optimize teaching time and students' learning:

- **Cover all the branches of mathematics** and **each of the related topics** listed in the right-hand column. However, it is not necessary to ensure that the students have mastered each of the mathematical concepts and processes related to each topic.
- Give priority to the topics that are not in italics.
- **Opt for tasks that focus on one or more competencies and several concepts and processes** related to one or more branches of mathematics.

A recording of the training session entitled ***Courses of action for a realistic and harmonized implementation of the mathematics programs*** (In French only) is available on the website of the Ministère de l'Éducation.

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Geography

Secondary Cycle One

The Social Sciences programs are aimed at developing historical thinking, geographical thinking and an approach to critical analysis. They call for the use of sources, the construction of concepts and the acquisition of a common cultural heritage, founded on cultural references and knowledge. They also help prepare students to exercise their role as citizens. Consideration of these shared elements, which are covered in detail in this ***training session*** (In French only), promotes student success, facilitating the transition from one year to the next or from one Social Sciences program to another, and the management of interruptions in learning.

As with all Social Sciences programs, the expected learning in *Geography* is achieved through situations that combine the following three components: the subject-specific competencies, know-how[5] and knowledge.

Competencies	Learning to be prioritized	
Understands the organization of a territory Interprets a territorial issue	**The development of competencies** involves mobilizing and using a set of resources, including knowledge related to different territories. • The study of a single territory will foster the development of the first two competencies. • It is suggested that a minimum of **four designated focuses** be studied **each school year**. • At least **two types of territories** should be explored during each year of the cycle.	**The development of processes, approaches and strategies, in particular:** • Analyzing sources critically • Understanding and interpreting spatial representations • Using different scales of geographical analysis • Establishing connections • Establishing causal connections • Solving problems
Constructs own consciousness of global citizenship	The development of this competency should be based on the analysis of two designated focuses to show that the same geographic phenomenon occurs in many territories.	**The construction of concepts that are:** • related to the study of geography: cause, consequence, citizenship, fact, interdependence, interest, landscape, land use, organization, power relations, resource and sustainable development • associated with aspects of society: culture, economy, power, society and territory • central and associated with designated focuses whose study has been planned by the teacher

Since progress in learning is not simply a matter of acquiring knowledge, it is up to teachers to determine which elements of program content warrant explicit instruction, based on an analysis of their students' characteristics and needs. Detailed information about the knowledge related to the different territories studied in Geography is provided in the *Progression of Learning*.

5. Know-how relates to the key features of the competencies. One notable means of evaluating the development of know-how is by having students perform intellectual operations.

History and Citizenship Education

Secondary Cycle One

The Social Sciences programs are aimed at developing historical thinking, geographical thinking and an approach to critical analysis. They call for the use of sources, the construction of concepts and the acquisition of a common cultural heritage, founded on cultural references and knowledge. They also help prepare students to exercise their role as citizens. Consideration of these shared elements, which are covered in detail in this ***training session*** (In French only), promotes student success, facilitating the transition from one year to the next or from one Social Sciences program to another, and the management of interruptions in learning.

As with all Social Sciences programs, the expected learning in History and Citizenship Education is achieved through situations that combine the following three components: the subject-specific competencies, know-how[6] and knowledge.

Competencies	Learning to be prioritized	
Examines social phenomena from a historical perspective Interprets social phenomena using the historical method	**The development of the competencies** involves mobilizing and using a set of resources, including historical knowledge.	**The development of know-how, processes, approaches and strategies, in particular:** • Analyzing sources critically • Consideration of the historical perspective • Making comparisons • Establishing connections • Establishing causal connections • Solving problems **The construction of concepts that are:** • Related to the study of history: cause, change, consequence, context, continuity, difference, fact, institution, social participation and similarity • Associated with aspects of society: culture, economy, power, society and territory • Central and associated with social phenomena
Constructs own consciousness of citizenship through the study of history	The competency *Constructs own consciousness of citizenship through the study of history* is developed and consolidated progressively as the students examine and interpret various social phenomena.	

6. Know-how relates to the key features of the competencies. One notable means of evaluating the development of know-how is by having students perform intellectual operations.

For the 2021-2022 school year, concentrate on the study of content related to the aspects of society indicated in the table below, in conjunction with the designated focuses, to ensure that students achieve the learning to be prioritized.

Secondary I	Social phenomena	Sedentarization	The emergence of a civilization	First experience of democracy	Romanization	The Christianization of the West	Growth of cities and trade
	Aspects of society	**Social** and **economic**	**Social** and **cultural**	**Political** and **social**	**Political** and **cultural**	**Cultural** and **political**	**Economic** and **territorial**
Secondary II	Social phenomena	A new vision of humanity	European expansion in the world	The American or French revolution	Industrialization: an economic and social revolution	Imperialism and colonization	Winning of civil rights and freedoms
	Aspects of society	**Cultural** and **social**	**Territorial** and **economic**	**Social** and **political**	**Economic** and **social**	**Territorial** and **cultural**	**Social** and **political**

Since progress in learning is not simply a matter of acquiring knowledge, it is up to teachers to determine which elements of program content warrant explicit instruction, based on an analysis of their students' characteristics and needs. Detailed information about the knowledge related to the different social phenomena studied in *History and Citizenship Education* is provided in the *Progression of Learning* for the *first year* and for the *second year*.

History of Québec and Canada

Secondary III and IV

The Social Sciences programs are aimed at developing historical thinking, geographical thinking and an approach to critical analysis. They call for the use of sources, the construction of concepts and the acquisition of a common cultural heritage, founded on cultural references and knowledge. They also help prepare students to exercise their role as citizens. Consideration of these shared elements, which are covered in detail in this ***training session*** (In French only), promotes student success, facilitating the transition from one year to the next or from one Social Sciences program to another, and the management of interruptions in learning.

As with all Social Sciences programs, the expected learning in *History of Québec and Canada* is achieved through situations that combine the following three components: the subject-specific competencies, know-how[7] and knowledge.

Competencies

Characterizes a period in the history of Québec and Canada

Interprets a social phenomenon

Learning to be prioritized

The development of competencies:

- The competency *Characterizes a period in the history of Québec and Canada* may be developed by drawing on a particular part of the historical period to be studied.
- The competency *Interprets a social phenomenon* may be developed by focusing on specific considerations of the social phenomena to be studied.
  - The way in which the social phenomena are formulated suggest how the objects to be interpreted may be conceived as problems and a prioritization of certain aspects of society.

The development of skills, know-how, processes and strategies, in particular:

- Situating elements in time and space
- Comparing and contrasting different interpretations
- Analyzing sources critically
- Establishing causal connections

Information relating to the program content[8]

A. Study of the historical periods and social phenomena

- All periods and social phenomena are to be studied.

B. Construction of concepts:

- related to the study of history: cause, change, consequence, context, continuity, difference, fact and similarity
- associated with aspects of society: culture, economy, power, society and territory

For the last period/social phenomenon in each year, focus on having the students construct the three specific concepts and acquire the historical knowledge that will make this possible.

- **Secondary III**
  - Bourgeoisie
  - Nationalism
  - Parliamentary government
- **Secondary IV**
  - Civil society
  - Neo-liberalism
  - Sovereignism

7. Know-how relates to the key features of the competencies. One notable means of evaluating the development of know-how is by having students perform intellectual operations.

8 Since progress in learning is not simply a matter of acquiring knowledge, it is up to teachers alone to determine which elements of program content warrant explicit instruction, based on an analysis of their students' characteristics and needs.

Contemporary World (two and four credits)

Secondary V

The Social Sciences programs are aimed at developing ways of thinking and an approach to critical analysis. They call for the use of sources, the construction of concepts and the acquisition of a common cultural heritage, founded on cultural references and knowledge. They also help prepare students to exercise their role as citizens. Consideration of these shared elements, which are covered in detail in this ***training session*** (In French only), promotes student success, facilitating the transition from one year to the next or from one Social Sciences program to another, and the management of interruptions in learning.

As with all Social Sciences programs, the expected learning in *Contemporary World* is achieved through situations that combine the following three components: the subject-specific competencies, know-how[9] and knowledge.

Competencies	Learning to be prioritized	
Interprets a contemporary world problem Takes a position on a contemporary world issue	**The competencies are developed** in conjunction with each other. Teachers should develop learning situations that draw on both competencies. **The development of the competencies** involves mobilizing and using a set of resources, including knowledge related to the themes. It is suggested that **two of the three themes** be studied in the two-credit course and **four of the five themes**, in the four-credit course.	**The development of processes, strategies and techniques, in particular:** • Analyzing sources critically • Using and interpreting representations of time and space • Analyzing on different scales • Establishing connections • Establishing causal connections • Using a research process **The construction of concepts that are:** • Related to the study of the contemporary world: advantage, cause, consequence, context, difference, disadvantage, fact, interest, media, social participation, power relations, similarity, value and viewpoint • Associated with aspects of society: culture, economy, power, society and territory • Central and related to the themes

Since progress in learning is not simply a matter of acquiring knowledge, it is up to teachers to determine which elements of program content warrant explicit instruction, based on an analysis of their students' characteristics and needs. Detailed information about the knowledge related to the themes studied in the *Contemporary World* course is provided in the *Learning to Be Acquired* documents for two credits and for four credits.

9. Know-how relates to the key features of the competencies. One notable means of evaluating the development of know-how is by having students perform intellectual operations.

Financial Education

Secondary V

The Social Sciences programs are aimed at developing ways of thinking and an approach to critical analysis. They call for the use of sources, the construction of concepts and the acquisition of a common cultural heritage, founded on cultural references and knowledge. They also help prepare students to exercise their role as citizens. Consideration of these shared elements, which are covered in detail in this ***training session*** (In French only), promotes student success, facilitating the transition from one year to the next or from one Social Sciences program to another, and the management of interruptions in learning.

As with all Social Sciences programs, the expected learning in *Financial Education* is achieved through situations that combine the following three components: the subject-specific competencies, know-how[10] and knowledge.

Competencies	Learning to be prioritized	
Takes a position on a financial issue	**The development of the competency** involves mobilizing and using a set of resources, including knowledge related to financial issues. It is suggested that **two of the three financial issues** be studied. Analysis of financial issues that reflect the students' experience promotes the acquisition of lasting knowledge because it is used both in the learning context and in their daily lives.	**The development of know-how, processes and strategies, in particular:** • Analyzing sources critically • Using research methods and techniques • Comparing • Establishing connections • Justifying **The construction of concepts that are:** • Related to the management of personal finances: advantage, budget, constraint, context, disadvantage, factor, influence, need, option, responsibility, right and risk • Related to the financial issues

Since progress in learning is not simply a matter of acquiring knowledge, it is up to teachers to determine which elements of program content warrant explicit instruction, based on an analysis of their students' characteristics and needs. A detailed breakdown of knowledge related to the financial issues studied in the *Financial Education* course is presented in the *Learning to Be Acquired* sections of the program.

10. Know-how relates to the key features of the competencies. One notable means of evaluating the development of know-how is by having students perform intellectual operations.

Science and Technology

Secondary Cycle One

Competencies	Learning to be prioritized
Seeks answers or solutions to scientific or technological problems[11] Makes the most of own knowledge of science and technology Communicates in the languages used in science and technology	Limited access to specialized rooms (e.g. laboratories, technology workshops) and distance learning have brought about a change in teaching practices. This situation has decreased the amount of time available for learning and requires that certain adaptations be made for the development of the competency *Seeks answers or solutions to scientific or technological problems*. • Priority should be given to investigative processes involving experimental procedures that require the use of techniques. For all the competencies, the primary focus should be on the following concepts that are not in italics. Learning conditions permitting, teachers are encouraged to also include the italicized concepts in their lesson planning. **The Material World** • Properties • *Changes* • Organization **The Living World** • *Diversity of life forms* • Life-sustaining processes • Survival of species **The Earth and Space** • Characteristics of the Earth • *Geological and geophysical phenomena* • Astronomical phenomena **The Technological World** • Graphical language • Mechanical engineering • Materials • Manufacturing

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.

11. This competency is associated with the practical component. However, the development of this competency requires students to use a variety of processes and learning strategies that go well beyond the scope of simple hands-on activities.

Science and Technology

Secondary III

Competencies	Learning to be prioritized
Seeks answers or solutions to scientific or technological problems[12] Makes the most of own knowledge of science and technology Communicates in the languages used in science and technology	Limited access to specialized rooms (e.g. laboratories, technology workshops) and distance learning have brought about a change in teaching practices. This situation has decreased the amount of time available for learning and requires that certain adaptations be made for the development of the competency *Seeks answers or solutions to scientific or technological problems*. • Priority should be given to investigative processes involving experimental procedures that require the use of techniques. For all the competencies, the primary focus should be on the following concepts that are not in italics. Learning conditions permitting, teachers are encouraged to also include the italicized concepts in their lesson planning. For all competencies, particular focus should be given to the following concepts: **The Material World** • Properties • Changes • *Fluids* • *Waves* • Organization **The Living World** • *Tissues, organs and systems* • Systems nutrition and relationships • Survival of species cell division and reproduction **The Earth and Space** • Characteristics of the Earth • *Astronomical phenomena* **The Technological World** • Graphical language • Mechanical engineering • Materials • *Biotechnology*

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.

12. This competency is associated with the practical component. However, the development of this competency requires students to use a variety of processes and learning strategies that go well beyond the scope of simple hands-on activities.

Science and Technology

Secondary IV

Competencies	Learning to be prioritized
Seeks answers or solutions to scientific or technological problems[13] Makes the most of own knowledge of science and technology Communicates in the languages used in science and technology	Limited access to specialized rooms (e.g. laboratories, technology workshops) and distance learning have brought about a change in teaching practices. This situation has decreased the amount of time available for learning and requires that certain adaptations be made for the development of the competency *Seeks answers or solutions to scientific or technological problems*. • Priority should be given to investigative processes involving experimental procedures that require the use of techniques. For all the competencies, the primary focus should be on the following concepts that are not in italics. Learning conditions permitting, teachers are encouraged to also include the italicized concepts in their lesson planning. **The Material World** • Properties • Changes – Chemical changes – *Transformation of energy* • Organization • Electricity and electromagnetism **The Living World** • Diversity of life forms • *Life-sustaining processes* **The Earth and Space** • Characteristics of the Earth – Lithosphere, hydrosphere and atmosphere – *Climate zone* • Geological and geophysical phenomena • *Astronomical phenomena* **The Technological World** • Mechanical engineering • Electrical engineering • Materials

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.

13. This competency is associated with the practical component. However, the development of this competency requires students to use a variety of processes and learning strategies that go well beyond the scope of simple hands-on activities.

Applied Science and Technology

Secondary III

Competencies	Learning to be prioritized
Seeks answers or solutions to scientific or technological problems[14] Makes the most of own knowledge of science and technology Communicates in the languages used in science and technology	Limited access to specialized rooms (e.g. laboratories, technology workshops) and distance learning have brought about a change in teaching practices. This situation has decreased the amount of time available for learning and requires that certain adaptations be made for the development of the competency *Seeks answers or solutions to scientific or technological problems*. • Priority should be given to investigative processes involving experimental procedures that require the use of techniques. For all the competencies, the primary focus should be on the following concepts that are not in italics. Learning conditions permitting, teachers are encouraged to also include the italicized concepts in their lesson planning. **The Material World** • Properties • Changes • Organization • Fluids • *Waves* **The Living World** • Systems • Survival of species – *Cell division* – Reproductive system **The Technological World** • Graphical language • Mechanical engineering • Electrical engineering • Materials • *Manufacturing* • *Biotechnology*

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.

14. This competency is associated with the practical component. However, the development of this competency requires students to use a variety of processes and learning strategies that go well beyond the scope of simple hands-on activities.

Applied Science and Technology

Secondary IV

Competencies	Learning to be prioritized
Seeks answers or solutions to scientific or technological problems[15] Makes the most of own knowledge of science and technology Communicates in the languages used in science and technology	Limited access to specialized rooms (e.g. laboratories, technology workshops) and distance learning have brought about a change in teaching practices. This situation has decreased the amount of time available for learning and requires that certain adaptations be made for the development of the competency *Seeks answers or solutions to scientific or technological problems*. • Priority should be given to investigative processes involving experimental procedures that require the use of techniques. For all the competencies, the primary focus should be on the following concepts that are not in italics. Learning conditions permitting, teachers are encouraged to also include the italicized concepts in their lesson planning. **The Material World** • Changes – Chemical changes – *Transformation of energy* • Fluids • Electricity and electromagnetism • Forces and motion **The Living World** • Diversity of life forms **The Earth and Space** • Characteristics of the Earth • Geological and geophysical phenomena • *Astronomical phenomena* **The Technological World** • Graphical language • Mechanical engineering • Electrical engineering • Materials • *Manufacturing*

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.

15. This competency is associated with the practical component. However, the development of this competency requires students to use a variety of processes and learning strategies that go well beyond the scope of simple hands-on activities.

Français, langue seconde (programme de base)

1er et 2e cycles du secondaire

L'apprentissage de la langue se faisant en spirale, la progression des apprentissages d'un cycle à l'autre réside non seulement dans l'ajout de nouveaux contenus d'apprentissage, mais également dans l'évolution de la complexité et de la variété des tâches d'interaction, de compréhension et de production, et dans la variation du soutien apporté aux élèves. En vue de favoriser le développement des compétences en français, langue seconde, le choix des contenus à prioriser se fera en fonction des besoins des élèves et des attentes ciblées pour chacun des cycles dans le programme d'études.

Compétences	Apprentissages prioritaires
Apprentissages communs aux trois compétences :	• Recours **autonome** aux **éléments de la démarche d'interaction, de compréhension et de production**, notamment : la prise en compte des éléments de la situation de communication (sujet, intention et destinataire); la mobilisation de ressources essentielles (humaines, matérielles et technologiques); le réinvestissement des notions grammaticales ou lexicales; la régulation; le retour réflexif et l'utilisation de **stratégies efficaces** (ex. : le recours à divers moyens de dépannage; l'adoption d'une attitude de respect et d'ouverture à l'égard de la culture francophone). • Selon la situation d'apprentissage, cibler la **compréhension des repères culturels et leur réinvestissement dans les tâches**.
Interagir en français	**Prédominance de l'interaction orale spontanée** où l'on se préoccupe, notamment : • de la participation active (ex. : maintien de l'échange, réactions aux propos d'autrui) • de la cohérence du message, notamment de la pertinence et du développement des idées • des connaissances liées à la grammaire de la phrase • du vocabulaire relatif à la situation d'apprentissage • des éléments du langage oral
Lire des textes variés en français	• **Utilisation de ses connaissances** sur la grammaire du texte, la grammaire de la phrase et le vocabulaire relatif à la situation d'apprentissage • **Repérage et compréhension d'éléments d'information essentiels** du texte, exprimés explicitement ou implicitement • **Réaction aux propos** lus, vus ou entendus • **Action de se situer par rapport au texte**, notamment à l'aide de critères fournis à l'élève
Produire des textes variés en français	**Production de textes oraux, écrits ou visuels** où l'on se préoccupe, notamment : • des connaissances liées à la grammaire du texte, plus particulièrement aux séquences textuelles, à la cohérence du texte, à la cohésion temporelle et aux marques d'organisation du texte • des connaissances liées à la grammaire de la phrase • des éléments liés au lexique, notamment du vocabulaire relatif à la situation d'apprentissage, et de l'orthographe d'usage • des éléments du langage oral

En complément au présent document, le Ministère fournit une version de la *Progression des apprentissages* adaptée à l'année scolaire 2021-2022, où des éléments ont été surlignés.

Français, langue seconde (programme enrichi)

1er et 2e cycles du secondaire

L'apprentissage de la langue se faisant en spirale, la progression des apprentissages d'un cycle à l'autre réside non seulement dans l'ajout de nouveaux contenus d'apprentissage, mais également dans l'évolution de la complexité et de la variété des tâches d'interaction, de compréhension et de production et dans la variation du soutien apporté aux élèves. En vue de favoriser le développement des compétences en français, langue seconde, le choix des contenus à prioriser se fera en fonction des besoins des élèves et des attentes ciblées pour chacun des cycles dans le programme d'études.

Compétences	Apprentissages prioritaires
Apprentissages communs aux trois compétences :	• **Recours autonome** aux **éléments de la démarche personnalisée d'interaction, de compréhension et de production**, notamment : la prise en compte des éléments de la situation de communication (sujet, intention et destinataire); la mobilisation stratégique de ressources essentielles (humaines, matérielles et technologiques); le réinvestissement des notions grammaticales ou lexicales; la régulation; le retour réflexif et l'utilisation de stratégies efficaces (ex. : la réorganisation de l'information tirée d'un ou de plusieurs textes en fonction d'un but; l'adoption d'une attitude de respect et d'ouverture à l'égard de la culture francophone). • Selon la situation d'apprentissage, cibler la **compréhension des repères culturels et leur réinvestissement dans les tâches**.
Interagir en français	**Utilisation spontanée** et **systématique** du français **oral** et **écrit** où l'on se préoccupe, notamment : • de la participation active (ex. : maintien de l'échange, réactions aux propos d'autrui) • de la cohérence du message, notamment de la pertinence et du développement des idées • des connaissances liées à la grammaire de la phrase • du vocabulaire relatif à la situation d'apprentissage • des éléments du langage oral
Lire des textes courants et littéraires en français (1er cycle) **Lire des textes courants, spécialisés et littéraires en français (2e cycle)**	• **Utilisation de ses connaissances** sur la grammaire du texte, la grammaire de la phrase et le vocabulaire lié à la situation et parfois spécialisé • **Repérage et compréhension d'éléments d'information essentiels** du texte, exprimés explicitement ou implicitement • **Interprétation du sens des textes et justification** à l'aide de connaissances sur la langue et la culture • **Réaction aux textes** lus, vus ou entendus • **Action de se situer par rapport au texte**, notamment à l'aide de critères fournis ou choisis par l'élève
Produire des textes variés en français	**Production de textes oraux, écrits ou visuels** où l'on utilise notamment, de **manière stratégique** : • les connaissances liées à la grammaire du texte, plus particulièrement aux séquences textuelles, à la cohérence du texte, à la cohésion temporelle et aux marques d'organisation du texte • les connaissances liées à la grammaire de la phrase • les éléments liés au lexique, dont le vocabulaire relatif à la situation d'apprentissage, parfois spécialisé, et l'orthographe d'usage • les éléments du langage oral

En complément au présent document, le Ministère fournit une version de la *Progression des apprentissages* adaptée à l'année scolaire 2021-2022, où des éléments ont été surlignés.

APPENDIX
Français, langue seconde (Core Program)

Secondary Cycles One and Two

In language learning, the learning curve is actually a spiral: the progression of learning from one cycle to the next resides not only in the addition of new learning content, but also in the evolving complexity and variety of the interaction, comprehension and production tasks, as well as the support provided to students. To foster the development of the competencies associated with Français, langue seconde, the choice of learning content to be targeted is made based on the students' needs and the end-of-cycle outcomes specified in the program of study.

Competencies	Learning to be prioritized
Learning common to all three competencies:	• **Independently** using the **elements related to the interaction, comprehension and production processes**, in particular: Taking into account the aspects of the communication situation (subject, intention, audience); Drawing on essential resources (human, material, technological); Applying grammar rules and using vocabulary; Making adjustments; Reflecting on what has been learned and using **effective strategies** (e.g. Using various compensatory strategies to overcome difficulties, Adopting an attitude of respect and openness toward the francophone culture) • Depending on the learning situation, focusing on students' **understanding of cultural references and their application in tasks**
Communicates in French	**Prioritizing spontaneous oral interaction** in French, with a particular focus on: • Active participation (e.g. keeping a conversation going, reacting to what another person is saying) • The coherence of a message, in particular the relevance and development of ideas • Knowledge related to the grammar of sentences • Vocabulary related to the learning situation • Aspects of spoken language
Understands oral and written texts in French	• **Using personal knowledge** related to the grammar of texts, the grammar of sentences, and vocabulary related to the learning situation • **Identifying and understanding elements of essential information** in the text, whether explicitly or implicitly stated • **Reaction to statements** read, listened to or viewed • **Taking a position on the text** based on the criteria provided to students
Produces oral and written texts in French	**Producing oral, written or visual texts**, with a particular focus on: • Knowledge related to the grammar of texts and, more specifically, to textual sequences, the coherence of the text, the chronological coherence and the elements of text organization • Knowledge related to the grammar of sentences • Aspects related to vocabulary, in particular to vocabulary related to the learning situation and to standard spelling • Aspects related to spoken language

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.

Français, langue seconde (Enriched Program)

Secondary Cycles One and Two

In language learning, the learning curve is actually a spiral: the progression of learning from one cycle to the next resides not only in the addition of new learning content, but also in the evolving complexity and variety of the interaction, comprehension and production tasks, as well as the support provided to students. To foster the development of the competencies associated with Français, langue seconde, the choice of learning content to be targeted is made based on the students' needs and the end-of-cycle outcomes specified in the program of study.

Competencies	Learning to be prioritized
Learning common to all three competencies:	• **Independently** using the **elements related to the personalized interaction, comprehension and production processes**, in particular: Taking into account the aspects of the communication situation (subject, intention, audience); Strategically drawing on essential resources (human, material, technological); Applying grammar rules and using vocabulary; Making adjustments; Reflecting on what has been learned and using effective strategies (e.g. Reorganizing information taken from one or several texts with a specific goal in mind, Adopting an attitude of respect and openness toward the francophone culture) • Depending on the learning situation, focusing on students' **understanding of cultural references and their application in tasks**
Communicates in French	**Prioritizing the spontaneous and systematic use of spoken and written** French, with a particular focus on: • Active participation (e.g. keeping a conversation going, reacting to what another person is saying) • The coherence of a message, in particular the relevance and development of ideas • Knowledge related to the grammar of sentences • Vocabulary related to the learning situation • Aspects of spoken language
Understands oral and written texts in French	• **Using personal knowledge** related to the grammar of texts, the grammar of sentences, and vocabulary related to the learning situation, which may at times be specialized • **Identifying and understanding elements of essential information** in the text, whether explicitly or implicitly stated • **Interpreting the meaning of the text and justifying this interpretation** based on knowledge related to language and culture • **Reaction to texts** read, listened to or viewed • **Taking a position on the text** based on the criteria provided to or chosen by students
Produces oral and written texts in French	**Producing oral, written or visual texts**, with a **strategic focus** on: • Knowledge related to the grammar of texts and, more specifically, to textual sequences, the coherence of the text, the chronological coherence and the elements of text organization • Knowledge related to the grammar of sentences • Aspects related to vocabulary, to vocabulary related to the learning situation, which may at times be specialized, and to standard spelling • Aspects related to spoken language

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.

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