



Learning to Be Prioritized at the Elementary Level for the 2020-2021 School Year in the Context of the Pandemic

Coordination and content

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pour l'année scolaire 2020-2021 en contexte pandémique*

English version

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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. It will be important to devote time to these elements before the end of the school year in order to help students progress to the next level. If the learning context permits it, teachers are of course invited to go beyond the elements presented in this document by drawing on official published documents, in particular the *Québec Education Program* and the *Progression of Learning*.

This document includes the following five programs: English Language Arts; Mathematics; Geography, History and Citizenship Education; Science and Technology; and Français, langue seconde. However, the Ministère de l'Éducation would like to remind you that all the subjects and compulsory content targeted by the *Québec Education Program* must continue to be taught. It is up to teachers to determine which learning is to be prioritized in subjects and content not included in this document.

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 website on the pages for the relevant subjects.

English Language Arts

Elementary 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.

Competencies ¹	Set priorities to ensure that students are:
Uses language to communicate and to learn	<ul style="list-style-type: none">Using language/talk as a means of exploring, expressing and developing thoughts, feelings and imaginationTalking about [their] language development, with guidance
Reads and listens to spoken, written and media texts	<ul style="list-style-type: none">Using a repertoire of meaning-making strategiesRevisiting texts to support understanding or to locate informationIdentifying important ideas in texts read, listened to or viewed
Produces written and media texts	<ul style="list-style-type: none">Writing sentences in an order that supports a main idea or storySpelling high-frequency words with growing accuracy

English Language Arts

Elementary 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.

The elements of Cycle Two encompass those of Cycle One.

Competencies ¹	Set priorities to ensure that students are:
Uses language to communicate and to learn	<ul style="list-style-type: none">Adapting linguistic features when communicating in specific contexts for a familiar audienceDeveloping language strategies to support communication in collaborative tasks
Reads and listens to spoken, written and media texts	<ul style="list-style-type: none">Developing a variety of reading strategiesSeeking to clarify own meanings and meanings of others through a response processIdentifying structures and features of familiar text types and explaining how they contribute to meaning
Produces written and media texts	<ul style="list-style-type: none">Producing self-expressive, narrative and information-based texts for a familiar audienceAdapting ideas and structures drawn from reading/viewing experiences to own textsExperimenting with basic language conventions (i.e. grammar, usage, mechanics and register)

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2020-2021 school year, with certain elements highlighted.

1. To simplify this document, the competencies are presented as they appear in the report cards.

English Language Arts

Elementary Cycle Three

Teaching the competencies explicitly in an integrated and balanced manner promotes the transfer of learning and makes the best use of teaching time.

The elements of Cycle Three encompass those of Cycles One and Two.

Competencies²

Set priorities to ensure that students are:

Uses language to communicate and to learn

- Organizing communication to achieve a specific purpose with a familiar audience
- Self-evaluating their language development, with guidance

Reads and listens to spoken, written and media texts

- Broadening [their] repertoire of familiar literary, popular and information-based texts beyond preferences
- Relying on common structures and features of texts to construct meaning during the response process
- Responding to the interpretative processes of peers
- Reflecting on reading progress by explaining/justifying reading preferences and strategies

Produces written and media texts

- Producing self-expressive, narrative and information-based texts for a wider audience
- Using basic language conventions (i.e. grammar, usage, mechanics and register)
- Revising and editing by using the necessary resources

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2. To simplify this document, the competencies are presented as they appear in the report cards.

Mathematics

Elementary Cycle One

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

To communicate by using mathematical language

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

- **To solve a situational problem related to mathematics**
 - To decode the elements of the situational problem
 - To share information related to the solution (orally)

Situational problems involving complete information and a solution that requires one or two steps

- **To reason using mathematical concepts and processes**

- To define the elements of the mathematical situation
- To mobilize mathematical concepts and processes appropriate to the given situation

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

Arithmetic

- Understanding and writing natural numbers
- Meaning of operations involving natural numbers
 - Addition and subtraction
- Operations involving natural numbers
 - Addition and subtraction using own processes

Geometry

- Solids
- Plane figures

Measurement

- Lengths

Probability and Statistics

The contexts related to **probability** and **statistics** make it possible to provide students with a variety of activities and to ensure that the learning process is more dynamic. Random experiments, real-life situations and games, as well as the use of graphs and diagrams, help students become familiar with concepts and processes related to arithmetic, geometry and measurement.

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Mathematics

Elementary Cycle Two

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

To communicate by using mathematical language

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

- **To solve a situational problem related to mathematics**
 - To decode the elements of the situational problem
 - To model the situational problem
 - To develop different strategies to work out a solution
 - To share information related to the solution (orally)

Situational problems involving more than one type of information and a solution that requires a few steps

- **To reason using mathematical concepts and processes**
 - To define the elements of the mathematical situation
 - To mobilize mathematical concepts and processes appropriate to the given situation
 - To apply mathematical processes appropriate to the given situation
 - To justify actions (orally)

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

Arithmetic

- Understanding and writing natural numbers, fractions, decimals
- Meaning of operations involving natural numbers
- Operations involving natural numbers
 - Addition and subtraction using conventional processes
 - Multiplication and division using own processes

Geometry

- Space
- Solids
- Plane figures

Measurement

- Lengths
- Surface areas
- Time

Statistics

- Interpreting data using a table and a graph

Probability

The contexts related to **probability** make it possible to provide students with a variety of activities and to ensure that the learning process is more dynamic. Random experiments, real-life situations and games help students become familiar with concepts and processes related to arithmetic, geometry, measurement and statistics.

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Mathematics

Elementary Cycle Three

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

To communicate by using mathematical language

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

- **To solve a situational problem related to mathematics**

- To decode the elements of the situational problem
- To model the situational problem
- To apply different strategies to work out a solution
- To share information related to the solution (orally)

Situational problems involving different types of information and a solution that may require several steps

- **To reason using mathematical concepts and processes**

- To define the elements of the mathematical situation
- To mobilize mathematical concepts and processes appropriate to the given situation
- To apply mathematical processes appropriate to the given situation
- To justify actions (orally)

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

Arithmetic

- Understanding and writing natural numbers, fractions, decimals
- Meaning of operations involving natural numbers and decimals
- Operations involving natural numbers and decimals

Geometry

- Space
- Solids
- Plane figures

Measurement

- Lengths
- Surface areas
- Volumes
- Angles

Statistics

- Interpreting data using a table and a graph

Probability

The contexts related to **probability** make it possible to provide students with a variety of activities and to ensure that the learning process is more dynamic. Random experiments, real-life situations and games help students become familiar with concepts and processes related to arithmetic, geometry, measurement and statistics.

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Geography, History and Citizenship Education

Elementary Cycle Two

In Geography, History and Citizenship Education, certain learning must be prioritized to enable students to master specific content in order to be able to continue their education in the next school year. In particular, the focus should be put on the development of competencies, the construction of concepts and familiarization with ways of thinking that are specific to geography and history.

Competencies

Learning to be prioritized

To perceive the **organization** of a society in its territory

This competency and the learning content associated with it are most essential because they make it possible to recognize and interpret changes over time (Competency 2) or to compare the organization of societies and of territories (Competency 3).

For each society studied in Elementary 3 or 4, particular attention should be given to the concept of **organization**, referring to elements related to location, organization, and assets and limitations.

To interpret **change** in a society and its territory

These two competencies should be addressed **at least once over the course of the school year.**

To be open to the **diversity** of societies and their territories

For example, in Elementary 3, the concept of diversity could be covered by making a choice between:

- Inca society around 1500 and Iroquoian society around 1500
- Algonquian society around 1500 and Iroquoian society around 1500

Learning contexts for developing the competencies:

- Solving problems
- Interpreting documents
- Using representations of time and space

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Geography, History and Citizenship Education

Elementary Cycle Three

In Geography, History and Citizenship Education, certain learning must be prioritized to enable students to master specific content in order to be able to continue their education in the next school year. In particular, the focus should be put on the development of competencies, the construction of concepts and familiarization with ways of thinking that are specific to geography and history.

Competencies

Learning to be prioritized

To perceive the **organization** of a society in its territory

This competency and the learning content associated with it are most essential because they make it possible to recognize and interpret changes over time (Competency 2) or to compare the organization of societies and of territories (Competency 3).

For each society studied in Elementary 5 or 6, particular attention should be given to the concept of **organization**, referring to elements related to location, organization, and assets and limitations.

To interpret **change** in a society and its territory

These two competencies should be addressed at **least once over the course of the school year**.

To be open to the **diversity** of societies and their territories

For example, in Elementary 5, the concept of change could be covered by making a choice between:

- Canadian society in New France around 1745 and Canadian society around 1820
- Canadian society around 1820 and Québec society around 1905

Learning contexts for developing the competencies:

- Solving problems
- Interpreting documents
- Using representations of time and space

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Science and Technology

Elementary Cycle Two

Competencies

To propose explanations for or solutions to scientific or technological problems

To make the most of scientific and technological tools, objects and procedures

To communicate in the languages used in science and technology

→ The last two competencies are closely related to the exercise of the first competency, in that they provide means of achievement and communication.

Learning to be prioritized

Prioritize learning activities that involve students carrying out investigative or design processes, which contributes to the development of the three competencies in a synergetic manner.

Material World:

- **Properties and characteristics** of matter, in particular:
 - shape
 - texture

Earth and Space:

- **Properties, characteristics and transformation of matter on Earth**, in particular:
 - soil, water and air

Living Things:

- **Organization of living things**, in particular:
 - anatomy of life forms

Science and Technology

Elementary Cycle Three

Competencies

To propose explanations for or solutions to scientific or technological problems

To make the most of scientific and technological tools, objects and procedures

To communicate in the languages used in science and technology

→ The last two competencies are closely related to the exercise of the first competency, in that they provide means of achievement and communication.

Learning to be prioritized

Prioritize learning activities that involve students carrying out investigative or design processes, which contributes to the development of the three competencies in a synergetic manner.

Material World:

- **Technical and manufactured objects**, in particular:
 - how manufactured objects work

Earth and Space:

- **Energy**, in particular:
 - renewable and non-renewable forms of energy

Living Things:

- **Interaction between living things and their environment**, in particular:
 - impact of human activities on their environment

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2020-2021 school year, with certain elements highlighted.

Français, langue seconde (programme de base)

Primaire (1^{er}, 2^e et 3^e cycles)

L'apprentissage de la langue se faisant en spirale, la progression des apprentissages d'un cycle à l'autre réside non pas uniquement 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, du soutien apporté aux élèves ainsi que des attentes ciblées pour chacun des cycles dans le programme d'études.

Dans le contexte actuel et en vue d'assurer le passage des élèves vers le niveau supérieur, le choix des contenus à cibler et visant le développement des compétences du programme se fera en fonction des tâches choisies par les enseignants et enseignantes, des besoins des élèves et du travail déjà amorcé ou réalisé par ces derniers.

Compétences

Apprentissages prioritaires

Interagir en français en se familiarisant avec le monde francophone – Communiquer

- Prédominance de l'**interaction orale** dans les **situations informelles et planifiées** en se préoccupant notamment:
 - du vocabulaire fonctionnel utilisé à l'oral (selon les situations d'apprentissage)
 - des éléments prosodiques
- Recours aux **stratégies d'interaction**, notamment:
 - le recours à divers moyens de dépannage
 - la participation active
 - l'adoption d'une attitude d'ouverture à l'égard de ses pairs et de la culture francophone

Interagir en français en se familiarisant avec le monde francophone – Comprendre et lire

- Repérage et compréhension du **vocabulaire** utilisé à l'**oral** et à l'**écrit** et lié au **sujet** (selon les situations d'apprentissage)
- Recours aux **stratégies de compréhension**, notamment:
 - l'anticipation du contenu des textes lus, vus et entendus
 - le recours aux connaissances antérieures d'ordre général ou linguistique pour établir des liens avec le texte
 - le recours à divers moyens de dépannage
 - l'identification des éléments d'information essentiels
- **Réaction** aux textes lus, vus et entendus

Produire des textes variés

- Production de **courts messages compréhensibles** qui tiennent compte, notamment:
 - du sujet, de l'intention donnée et de certaines caractéristiques du destinataire
 - des éléments prosodiques
 - de l'orthographe d'usage, d'un répertoire de mots fréquemment utilisés en classeSelon la situation d'apprentissage, **cibler**:
 - le vocabulaire utilisé à l'oral et à l'écrit et lié au sujet
 - les connaissances liées au texte oral ou écrit
 - les connaissances liées à la phrase de base
- Recours aux **stratégies de production**, notamment:
 - le recours à des modèles pour créer un texte
 - le recours à des ressources humaines, linguistiques et technologiques
 - l'utilisation des codes de correction et des outils de révision

En complément au présent document, le Ministère fournit une version de la Progression des apprentissages adaptée à l'année scolaire 2020-2021, où des éléments ont été surlignés.

Français, langue seconde (programme d'immersion)

Primaire (1^{er}, 2^e et 3^e cycles)

L'apprentissage de la langue se faisant en spirale, la progression des apprentissages d'un cycle à l'autre réside non pas uniquement 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, du soutien apporté aux élèves ainsi que des attentes ciblées pour chacun des cycles dans le programme d'études.

Dans le contexte actuel et en vue d'assurer le passage des élèves vers le niveau supérieur, le choix des contenus à cibler et visant le développement des compétences du programme se fera en fonction des tâches choisies par les enseignants et enseignantes, des besoins des élèves et du travail déjà amorcé ou réalisé par ces derniers.

Compétences

Apprentissages prioritaires

Interagir en français en découvrant le monde francophone par les textes et les disciplines – Communiquer

- Prédominance de l'**interaction orale et écrite** dans les **situations informelles et planifiées** en se préoccupant notamment :
 - du vocabulaire lié au sujet ou à la discipline (selon les situations d'apprentissages)
 - des éléments prosodiques
- Recours aux **stratégies d'interaction**, notamment :
 - le recours à divers moyens de dépannage
 - la participation active
 - l'adoption d'une attitude d'ouverture à l'égard de ses pairs et de la culture francophone
- Recours aux **stratégies d'évaluation de la démarche**

Interagir en français en découvrant le monde francophone par les textes et les disciplines – Comprendre et lire

- Appropriation d'un **vocabulaire varié, notamment relatif aux disciplines** (selon les situations d'apprentissage)
- Recours aux **stratégies de compréhension**, notamment :
 - l'anticipation du contenu des textes lus, vus et entendus
 - le recours à ses connaissances antérieures d'ordre général ou linguistique pour établir des liens avec le texte
 - l'identification des éléments d'information essentiels
 - le recours à divers moyens de dépannage
- Recours aux **stratégies d'évaluation de la démarche**
- **Réaction** aux textes lus, vus et entendus

Produire des textes variés

- Production de **courts messages compréhensibles** qui tiennent compte, notamment :
 - du sujet, de l'intention donnée et de certaines caractéristiques du destinataire
 - des éléments prosodiques
 - de l'orthographe d'usage des mots fréquemment utilisés en classeSelon la situation d'apprentissage, **cibler** :
 - le vocabulaire lié au sujet ou à la discipline
 - les connaissances liées au texte oral ou écrit
 - les connaissances liées à la phrase de base et à la phrase complexe
- Recours aux **stratégies de production**, notamment :
 - le recours à des modèles pour créer un texte
 - le recours à des ressources humaines, linguistiques et technologiques
 - l'utilisation des codes de correction et des outils de révision
- Recours aux **stratégies d'évaluation de la démarche**

En complément au présent document, le Ministère fournit une version de la Progression des apprentissages adaptée à l'année scolaire 2020-2021, où des éléments ont été surlignés.

APPENDIX

Français, langue seconde (Core Program)

Elementary Cycles One, Two and Three

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, the support provided to students and the end-of-cycle outcomes specified in the program of study.

Given the current circumstances, and to ensure that students can move up to the next grade level, the choice of learning content to be targeted in order to foster the development of competencies is made based on the tasks chosen by the teacher, the students' needs and the work that students have already started or carried out.

Competencies

Learning to be prioritized

Communicates in French

- Prioritizing **oral interaction** in **informal** and **planned situations**, with a particular focus on:
 - Functional vocabulary used in speech (based on the learning situations)
 - Prosodic elements
- Adopting **interaction strategies**, in particular:
 - Using various compensatory strategies to overcome difficulties
 - Participating actively
 - Adopting an attitude of openness toward peers and the francophone culture

Understands oral and written texts in French

- Identifying and understanding **subject-specific vocabulary** that is used in **speech** and **writing** (based on the learning situations)
- Adopting **comprehension strategies**, in particular:
 - Anticipating the content of texts read, listened to or viewed
 - Using prior general or language-specific knowledge to make connections with the text
 - Using various compensatory strategies to overcome difficulties
 - Identifying essential information
- **Reacting** to texts read, listened to or viewed

Produces oral and written texts in French

- Producing **short, comprehensible messages**, with a particular focus on:
 - The subject matter, the communication purpose and certain characteristics of the intended audience
 - Prosodic elements
 - Standard spelling of a variety of words frequently used in class
- Based on the learning situation, **prioritize**:
 - Vocabulary used in speech and writing and that is related to the subject
 - Knowledge related to the spoken or written text
 - Knowledge related to basic sentences
- Adopting **production strategies**, in particular:
 - Using standard sentences to produce texts
 - Using human, linguistic and technological resources
 - Using correction codes and revision tools

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2020-2021 school year, with certain elements highlighted.

Français, langue seconde (Immersion Program)

Elementary Cycles One, Two and Three

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, the support provided to students and the end-of-cycle outcomes specified in the program of study.

Given the current circumstances, and to ensure that students can move up to the next grade level, the choice of learning content to be targeted in order to foster the development of competencies is made based on the tasks chosen by the teacher, the students' needs and the work that students have already started or carried out.

Competencies

Learning to be prioritized

Communicates in French

- Prioritizing **oral and written interaction** in **informal** and **planned situations**, with a particular focus on:
 - Vocabulary related to the topic or subject (based on the learning situations)
 - Prosodic elements
- Adopting **interaction strategies**, in particular:
 - Using various compensatory strategies to overcome difficulties
 - Participating actively
 - Adopting an attitude of openness toward peers and the francophone culture
- Using **strategies to evaluate the interaction process**

Understands oral and written texts in French

- Understanding and using **a varied vocabulary, particularly one that is related to the subject matter** (based on the learning situations)
- Adopting **comprehension strategies**, in particular:
 - Anticipating the content of texts read, listened to or viewed
 - Using prior general or language-specific knowledge to make connections with the text
 - Identifying essential information
 - Using various compensatory strategies to overcome difficulties
- Using **strategies to evaluate the comprehension process**
- **Reacting** to texts read, listened to or viewed

Produces oral and written texts in French

- Producing **short, comprehensible messages**, with a particular focus on:
 - The subject matter, the communication purpose and certain characteristics of the intended audience
 - Prosodic elements
 - Standard spelling of words frequently used in classBased on the learning situation, **prioritize**:
 - Vocabulary used in speech and writing and that is related to the subject
 - Knowledge related to the spoken or written text
 - Knowledge related to basic and complex sentences
- Adopting **production strategies**, in particular:
 - Using standard sentences to produce texts
 - Using human, linguistic and technological resources
 - Using correction codes and revision tools
- Using **strategies to evaluate the production process**

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