

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

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in *Applied Science and Technology* has been added)

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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 subjects: English Language Arts; Mathematics; Social Sciences; 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

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.

Competencies¹

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 genres²
- 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 their responses to negotiate meaning of texts

Produces spoken, written and media texts

- Consolidating knowledge of prioritized genres² **for a familiar audience**
- Selecting genres 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)

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.
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, 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.

The elements of Cycle Two encompass those of Cycle One.

Competencies³

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 genres⁴
- 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
- 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 genres⁴ 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 genres⁴

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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, consolidate the genres in bold. Choosing to prioritize one genre does not exclude teaching the others.

Mathematics

Secondary Cycle One

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
- Shares information related to the solution (orally)

Situational problems related to one or more branches of mathematics and involving different types of information

Uses mathematical reasoning

- Analyzes the conditions of a given situation
- Forms and applies networks of mathematical concepts and processes
- Becomes familiar with different types of mathematical reasoning
- Organizes the results of own work

Communicates by using mathematical language⁵

- Uses mathematical and everyday language appropriate to the situation

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 equations

Probability

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

Statistics

- Processing data from a survey: one-variable distributions (discrete or continuous qualitative or quantitative variables)
 - Organizing and representing data
 - Calculating and interpreting an arithmetic mean

Geometry

- Congruent or similar figures
- Finding unknown measurements using the properties of plane figures and solids and relations
 - Angles, lengths, areas
- Justifying statements using definitions or properties associated with plane figures and angles and using measurements

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

Mathematics

Secondary III

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 structured solution
- Shares information related to the solution

Situational problems related to one or more branches of mathematics and involving a solution that requires several steps

Uses mathematical reasoning

- Constructs and uses networks of mathematical concepts and processes
- Uses various types of mathematical reasoning
- Analyzes the conditions of a given situation
- Becomes familiar with conjectures adapted to the situation

Communicates by using mathematical language⁶

- Uses mathematical and everyday language appropriate to the situation

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

Arithmetic and algebra

- Representing rational and irrational numbers
- Inequality relations
- Expanding and factoring numerical and algebraic expressions
- Modelling a situation using a polynomial function of degree 0 or 1 or a rational function

Statistics

- Calculating and interpreting measures of central tendency
- Constructing and interpreting histograms and tables of condensed data or data grouped into classes

Geometry

- Finding unknown measurements in geometric figures
 - Lengths in a plane figure, such as the sides of a right triangle (Pythagorean theorem), or in a solid
 - Area of spheres, right cones and decomposable figures
 - Volumes of decomposable solids

Probability

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.

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

Mathematics – Cultural, Social and Technical Option

Secondary IV and V

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	
	Secondary IV	Secondary V
<p>Solves a situational problem</p> <ul style="list-style-type: none"> Decodes the elements that can be processed mathematically Represents the situational problem by using a mathematical model Works out a structured solution Shares information related to the solution <p>Situational problems related to one or more branches of mathematics and involving a solution that requires several steps</p> <p>Uses mathematical reasoning</p> <ul style="list-style-type: none"> Constructs and uses networks of mathematical concepts and processes Uses various types of mathematical reasoning Analyzes the conditions of a given situation Becomes familiar with conjectures adapted to the situation <p>Communicates by using mathematical language⁷</p> <ul style="list-style-type: none"> Uses mathematical and everyday language appropriate to the situation 	<p>Arithmetic and algebra</p> <ul style="list-style-type: none"> Modelling a situation using a real function: second-degree polynomial, exponential, periodic Solving systems of first-degree equations in two variables <p>Statistics</p> <ul style="list-style-type: none"> Analyzing and making decisions about situations involving two-variable distributions <ul style="list-style-type: none"> approximating and interpreting the correlation coefficient <p>Geometry</p> <ul style="list-style-type: none"> Finding unknown measurements using trigonometric relations <p>Analytic Geometry</p> <ul style="list-style-type: none"> Finding unknown measurements or positions by using the properties of figures and the concept of change (distance and slope) Modelling and representing a situation by using one or two straight lines, in particular by using parallel or perpendicular lines: graphically or algebraically 	<p>Arithmetic and algebra</p> <ul style="list-style-type: none"> Manipulating and representing arithmetic and algebraic expressions related to economic contexts <ul style="list-style-type: none"> powers and logarithms Financial mathematics <ul style="list-style-type: none"> calculating, interpreting and analyzing financial situations Optimizing a situation and making decisions using linear programming <p>Probability</p> <ul style="list-style-type: none"> Social choice theory <ul style="list-style-type: none"> making decisions concerning contexts involving social choice <p>Geometry</p> <ul style="list-style-type: none"> Graph theory <ul style="list-style-type: none"> optimization in various contexts such as economic situations
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7. This competency is developed by drawing on the other two subject-specific competencies.

Mathematics – Science Option

Secondary IV and V

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	
	Secondary IV	Secondary V
<p>Solves a situational problem</p> <ul style="list-style-type: none"> Decodes the elements that can be processed mathematically Represents the situational problem by using a mathematical model Works out a structured solution Shares information related to the solution <p>Situational problems related to one or more branches of mathematics and involving a solution that requires several steps</p> <p>Uses mathematical reasoning</p> <ul style="list-style-type: none"> Constructs and uses networks of mathematical concepts and processes Uses various types of mathematical reasoning Analyzes the conditions of a given situation Becomes familiar with conjectures adapted to the situation <p>Communicates by using mathematical language⁸</p> <ul style="list-style-type: none"> Uses mathematical and everyday language appropriate to the situation 	<p>Arithmetic and algebra</p> <ul style="list-style-type: none"> Manipulating algebraic expressions Modelling a situation using a second-degree polynomial function Solving systems of equations <p>Statistics</p> <ul style="list-style-type: none"> Analyzing and making decisions about situations involving two-variable distributions <ul style="list-style-type: none"> approximating and interpreting the correlation coefficient <p>Geometry</p> <ul style="list-style-type: none"> Finding unknown measurements using trigonometric relations <p>Analytic Geometry</p> <ul style="list-style-type: none"> Finding unknown measurements or positions by using the properties of figures and the concept of change (distance and slope) Modelling and representing a situation by using one or two straight lines, in particular by using parallel or perpendicular lines: graphically or algebraically 	<p>Arithmetic and algebra</p> <ul style="list-style-type: none"> Manipulating arithmetic and algebraic expressions by using 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 Optimizing a situation by taking into account different constraints in a system of first-degree inequalities in two variables <p>Geometry</p> <ul style="list-style-type: none"> Modelling a situation using vectors Performing operations on vectors <p>Analytic Geometry</p> <ul style="list-style-type: none"> Standard unit circle Modelling a situation using conics centred at the origin Determining the coordinates of points of intersection of a line and a conic
<p>As a supplement to this document, the Ministère is providing a version of the <i>Progression of Learning</i> adapted for the 2020-2021 school year, with certain elements highlighted.</p>		

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

Mathematics – Technical and Scientific Option

Secondary IV and V

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	
	Secondary IV	Secondary V
<p>Solves a situational problem</p> <ul style="list-style-type: none"> Decodes the elements that can be processed mathematically Represents the situational problem by using a mathematical model Works out a structured solution Shares information related to the solution <p>Situational problems related to one or more branches of mathematics and involving a solution that requires several steps</p> <p>Uses mathematical reasoning</p> <ul style="list-style-type: none"> Constructs and uses networks of mathematical concepts and processes Uses various types of mathematical reasoning Analyzes the conditions of a given situation Becomes familiar with conjectures adapted to the situation <p>Communicates by using mathematical language⁹</p> <ul style="list-style-type: none"> Uses mathematical and everyday language appropriate to the situation 	<p>Arithmetic and algebra</p> <ul style="list-style-type: none"> Manipulating numerical and algebraic expressions <ul style="list-style-type: none"> real numbers: radicals and powers expanding and factoring Modelling a situation using a real function: second-degree polynomial, exponential, periodic Solving systems of first-degree equations in two variables <p>Statistics</p> <ul style="list-style-type: none"> Analyzing and making decisions about situations involving two-variable distributions <ul style="list-style-type: none"> approximating and interpreting the correlation coefficient <p>Geometry</p> <ul style="list-style-type: none"> Finding unknown measurements using trigonometric relations in a right triangle <p>Analytic Geometry</p> <ul style="list-style-type: none"> Finding unknown measurements or positions by using the properties of figures and the concept of change (distance and slope) Modelling and representing a situation by using one or two straight lines, in particular by using parallel or perpendicular lines: graphically or algebraically 	<p>Arithmetic and algebra</p> <ul style="list-style-type: none"> Manipulating algebraic expressions Modelling a situation using a real function: exponential and logarithmic, second-degree polynomial and square root, sinusoidal, tangent, rational Optimizing a situation by taking into account different constraints in a system of first-degree inequalities in two variables <p>Geometry</p> <ul style="list-style-type: none"> Modelling a situation using vectors Performing operations on vectors <p>Analytic Geometry</p> <ul style="list-style-type: none"> Standard unit circle Modelling a situation using conics centred at the origin Determining the coordinates of points of intersection of a line and a conic

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

Geography

Secondary Cycle One

When teaching the *Geography* program, 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, processes and strategies, as well as the construction of concepts.

Competencies

Learning to be prioritized

Understands the organization of a territory

The development of competencies involves mobilizing and using a set of resources, including knowledge related to different territories.

Interprets a territorial issue

- The study of a single territory will foster the development of the first two competencies.
- It is suggested that four territories be studied each school year. The choice of territories should enable students to learn about at least two types of territories during each year of the cycle.

The development of processes and strategies, in particular:

- Analyzing sources critically
- Understanding and interpreting spatial representations
- Using different scales of geographical analysis
- Using comparative analysis
- Establishing causal connections
- Solving problems

The construction of concepts that are:

- related to the study of geography: causes, consequences, citizenship, sustainable development, facts, independence, interests, land use, organization, landscape, resources and power relations
- associated with aspects of society: culture, economy, power, society and territory
- central and associated with territories whose study has been planned by the teacher

Constructs own consciousness of global citizenship

The development of this competency should be based on the analysis of at least two territories to demonstrate that the same geographic phenomenon occurs in many territories.

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.

History and Citizenship Education

Secondary Cycle One

When teaching the *History and Citizenship Education* program, 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, know-how, processes and strategies, as well as the construction of concepts.

Competencies	Learning to be prioritized	Historical knowledge
<p>Examines social phenomena from a historical perspective</p> <p>Interprets social phenomena using the historical method</p>	<p>The development of competencies involves mobilizing and using a set of resources, including historical knowledge.</p> <ul style="list-style-type: none"> It is suggested that the study of “Elsewhere” and of one present-day social phenomenon take place only after students have acquired the learning to be prioritized. <p>The development of know-how, processes and strategies, in particular:</p> <ul style="list-style-type: none"> Analyzing sources critically Consideration of the historical perspective Making comparisons Using comparative analysis Establishing causal connections Solving problems <p>The construction of concepts that are:</p> <ul style="list-style-type: none"> related to the study of history: causes, consequences, changes, context, continuity, differences, similarities, facts, institutions, social participation central and associated with social phenomena 	<p>During the second half of the school year, in order to enable students to acquire the prioritized learning, particular attention should be given to the study of content related to targeted aspects of society.</p> <p>Secondary I</p> <ul style="list-style-type: none"> Romanization <ul style="list-style-type: none"> Political and cultural aspects The Christianization of the West <ul style="list-style-type: none"> Cultural and political aspects Growth of cities and trade <ul style="list-style-type: none"> Economic and territorial aspects <p>Secondary II</p> <ul style="list-style-type: none"> Industrialization <ul style="list-style-type: none"> Economic and social aspects Imperialism and colonization <ul style="list-style-type: none"> Territorial and cultural aspects Winning of civil rights and freedoms <ul style="list-style-type: none"> Social and political aspects
<p>Constructs own consciousness of citizenship through the study of history</p>	<p>The competency <i>Constructs own consciousness of citizenship through the study of history</i> is developed and consolidated progressively as the students examine and interpret various social phenomena</p>	

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.

History of Québec and Canada

Secondary III

When teaching the *History of Québec and Canada* program, 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, skills, know-how, processes and strategies, as well as the construction of concepts.

Competencies	Learning to be prioritized	Historical knowledge
Characterizes a period in the history of Québec and Canada	<p>The development of competencies:</p> <ul style="list-style-type: none">The competency <i>Characterizes a period in the history of Québec and Canada</i> may be developed by drawing on some of the historical periods to be studied.The competency <i>Interprets a social phenomenon</i> may be developed using the specific considerations of the social phenomena to be studied.	During the second half of the school year, in order to enable students to acquire the prioritized learning, particular attention should be given to the study of content related to targeted aspects of society .
Interprets a social phenomenon	<p>The development of skills, know-how, processes and strategies, in particular:</p> <ul style="list-style-type: none">Situating elements in time and spaceConsidering different interpretationsAnalyzing sources criticallyUsing comparative analysisEstablishing causal connections <p>The construction of concepts that are:</p> <ul style="list-style-type: none">related to the study of history: causes, consequences, changes, context, continuity, differences, similarities and factsspecific and related to historical periods and social phenomena	

As a supplement to this document, the Ministère is providing an annotated excerpt that serves as a reference for the *History of Québec and Canada* program, Secondary III.

History of Québec and Canada

Secondary IV

When teaching the *History of Québec and Canada* program, 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, skills, know-how, processes and strategies, as well as the construction of concepts.

Competencies	Learning to be prioritized	Historical knowledge
Characterizes a period in the history of Québec and Canada	<p>The development of competencies:</p> <ul style="list-style-type: none">The competency <i>Characterizes a period in the history of Québec and Canada</i> may be developed by drawing on some of the historical periods to be studied.The competency <i>Interprets a social phenomenon</i> may be developed using the specific considerations of the social phenomena to be studied.	During the second half of the school year, in order to enable students to acquire the prioritized learning, particular attention should be given to the study of content related to targeted aspects of society .
Interprets a social phenomenon	<p>The development of skills, know-how, processes and strategies, in particular:</p> <ul style="list-style-type: none">Situating elements in time and spaceConsidering different interpretationsAnalyzing sources criticallyUsing comparative analysisEstablishing causal connections <p>The construction of concepts that are:</p> <ul style="list-style-type: none">related to the study of history: causes, consequences, changes, context, continuity, differences, similarities and factsspecific and related to historical periods and social phenomena	

As a supplement to this document, the Ministère is providing an annotated excerpt that serves as a reference for the *History of Québec and Canada* program, Secondary IV.

Science and Technology

Secondary Cycle One

Competencies

Seeks answers or solutions to scientific or technological problems¹⁰

Makes the most of own knowledge of science and technology

Communicates in the languages used in science and technology

Learning to be prioritized

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*.

- When access to specialized rooms is allowed, priority should be given to experimental procedures that require the use of techniques.
- Teachers may also adapt procedures by:
 - replacing hands-on activities with demonstrations
 - using digital manipulative tools
 - providing students with data to be analyzed
 - having students carry out only some steps in the procedures

For all competencies, particular focus should be given to the following concepts:

The Material World

- Properties
- Organization

The Living World

- Life-sustaining processes
- Survival of species

The Earth and Space

- Characteristics of the Earth
- Astronomical phenomena

The Technological World

- Graphical language
- Mechanical engineering
- Materials
- Manufacturing

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10. 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

Seeks answers or solutions to scientific or technological problems¹¹

Makes the most of own knowledge of science and technology

Communicates in the languages used in science and technology

Learning to be prioritized

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*.

- When access to specialized rooms is allowed, priority should be given to experimental procedures that require the use of techniques.
- Teachers may also adapt procedures by:
 - replacing hands-on activities with demonstrations
 - using digital manipulative tools
 - providing students with data to be analyzed
 - having students carry out only some steps in the procedures

For all competencies, particular focus should be given to the following concepts:

The Living World

- Survival of species (cell division and reproduction)
- Systems (nutrition and relationships)

The Material World

- Properties
- Changes
- Organization

The Earth and Space

- Characteristics of the Earth

The Technological World

- Graphical language
- Mechanical engineering
- Materials

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.

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 IV

Competencies

Seeks answers or solutions to scientific or technological problems¹²

Makes the most of own knowledge of science and technology

Communicates in the languages used in science and technology

Learning to be prioritized

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*.

- When access to specialized rooms is allowed, priority should be given to experimental procedures that require the use of techniques.
- Teachers may also adapt procedures by:
 - replacing hands-on activities with demonstrations
 - using digital manipulative tools
 - providing students with data to be analyzed
 - having students carry out only some steps in the procedures

For all competencies, particular focus should be given to the following concepts:

The Living World

- Diversity of life forms (ecology)

The Material World

- Properties (properties of solutions)
- Changes (chemical changes)
- Organization
- Electricity and electromagnetism

The Earth and Space

- Characteristics of the Earth (lithosphere, hydrosphere and atmosphere)
- Geological and geophysical phenomena (renewable and nonrenewable energy resources)

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 2020-2021 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.

Applied Science and Technology

Secondary III

Competencies

Seeks answers or solutions to scientific or technological problems¹³

Makes the most of own knowledge of science and technology

Communicates in the languages used in science and technology

Learning to be prioritized

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*.

- When access to specialized rooms is allowed, priority should be given to experimental procedures that require the use of techniques.
- Teachers may also adapt procedures by:
 - replacing hands-on activities with demonstrations
 - using digital manipulative tools
 - providing students with data to be analyzed
 - having students carry out only some steps in the procedures.

For all competencies, particular focus should be given to the following concepts:

The Material World

- Properties
- Changes
- Organization
- Fluids

The Living World

- Systems (nutrition and relationships)
- Survival of species (reproduction)

The Technological World

- Graphical language
- 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 2020-2021 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 IV

Competencies

Seeks answers or solutions to scientific or technological problems¹⁴

Makes the most of own knowledge of science and technology

Communicates in the languages used in science and technology

Learning to be prioritized

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*.

- When access to specialized rooms is allowed, priority should be given to experimental procedures that require the use of techniques.
- Teachers may also adapt procedures by:
 - replacing hands-on activities with demonstrations
 - using digital manipulative tools
 - providing students with data to be analyzed
 - having students carry out only some steps in the procedures.

For all competencies, particular focus should be given to the following concepts:

The Material World

- Changes (chemical changes)
- Fluids
- Electricity and electromagnetism
- Forces and motion

The Living World

- Diversity of life forms (ecology)

The Earth and Space

- Characteristics of the Earth (lithosphere, hydrosphere and atmosphere)
- Geological and geophysical phenomena (renewable and nonrenewable energy resources)

The Technological World

- Graphical language
- 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 2020-2021 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.

Français, langue seconde (programme de base)

1^{er} et 2^e cycles du secondaire

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 enseignantes et enseignants, des besoins des élèves et du travail déjà amorcé ou réalisé par ces derniers.

Compétences

Apprentissages prioritaires

Apprentissages communs aux trois compétences :

- Recours 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 en français de manière **spontanée** en se préoccupant, notamment :

- des connaissances liées à la grammaire du texte, plus particulièrement à la cohérence du texte
- des connaissances liées à la grammaire de la phrase
- des éléments du langage oral
- du vocabulaire lié à la situation d'apprentissage, notamment au sujet
- de la participation active (recherche d'occasions pour interagir en français)

Lire des textes variés en français

- **Utilisation de ses connaissances** sur la grammaire du texte, la grammaire de la phrase et le vocabulaire lié à la situation
- **Repérage et compréhension d'éléments d'information essentiels** du texte, exprimés explicitement ou implicitement
- **Réaction aux textes** 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 en se préoccupant, 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 du langage oral
- des éléments liés au lexique

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 enrichi)

1^{er} et 2^e cycles du secondaire

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 enseignantes et enseignants, des besoins des élèves et du travail déjà amorcé ou réalisé par ces derniers.

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** en se préoccupant, notamment :

- des connaissances liées à la grammaire du texte, plus particulièrement à la cohérence du texte
- des connaissances liées à la grammaire de la phrase
- des éléments du langage oral
- du vocabulaire lié à la situation d'apprentissage, notamment au sujet
- de la participation active (rechercher des occasions pour interagir en français et susciter des échanges dynamiques)

Lire des textes courants et littéraires en français (1^{er} 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

Lire des textes courants, spécialisés et littéraires en français (2^e cycle)

- **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 en utilisant notamment de **manière stratégique** :

- les connaissances liées à la grammaire du texte, plus particulièrement les séquences textuelles, la cohérence du texte, la cohésion temporelle et les marques d'organisation du texte
- les connaissances liées à la grammaire de la phrase
- les éléments du langage oral
- les éléments liés au lexique

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)

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, 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

Learning common to all three competencies:

- 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:

- Knowledge related to the grammar of texts and, more specifically, the coherence of texts
- Knowledge related to the grammar of sentences
- Vocabulary related to the learning situation (specifically the subject)
- Aspects of spoken language
- Active participation (looking for opportunities to communicate in French)

Understands oral and written texts in French

- **Using personal knowledge** related to the grammar of texts, the grammar of sentences, and situation-specific vocabulary
- **Identifying and understanding elements of essential information** in the text, whether explicitly or implicitly stated
- **Reaction to texts** 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 spoken language
- Aspects related to vocabulary

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 (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, 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

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:

- Knowledge related to the grammar of texts and, more specifically, the coherence of texts
- Knowledge related to the grammar of sentences
- Vocabulary related to the learning situation (specifically the subject)
- Aspects of spoken language
- Active participation (looking for opportunities to communicate in French and fostering dynamic discussions)

Understands oral and written texts in French

- **Using personal knowledge** related to the grammar of texts, the grammar of sentences, and situation-specific vocabulary, 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 spoken language
- Aspects related to vocabulary

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.

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