Chapter 2

Cross-Curricular Competencies
Introduction

A successful education should enable students to use the learnings they have acquired to understand the world around them and guide their actions. That is why the Québec Education Program is based on competencies. However, the subject-specific competencies alone comprise only some of the skills required to attain this objective. Certain skills involve more than one subject-specific competency and can only be taken into account if a context is associated with them. This is how the cross-curricular competencies have been defined. They are called cross-curricular because of their generic nature—because they transcend the various subject areas—and also because all school staff members, regardless of their subjects, are responsible for helping students develop them.

Like a subject-specific competency, a cross-curricular competency is a set of behaviours based on the effective mobilization and use of a range of resources. However, cross-curricular competencies transcend the limits of subject-specific knowledges while they reinforce their application and transfer to concrete life situations precisely because of their cross-curricular nature.

They are developed gradually both at school and elsewhere, and their development continues after elementary school, and indeed, throughout a person’s life. They are mutually complementary, and all complex situations necessarily involve more than one cross-curricular competency at a time.
The Québec Education Program contains nine cross-curricular competencies grouped in four categories:

- **Intellectual competencies**: to use information, to solve problems, to exercise critical judgment, to use creativity

- **Methodological competencies**: to adopt effective work methods, to use ICT

- **Personal and social competencies**: to construct his/her identity, to cooperate with others

- **Communication-related competency**: to communicate appropriately

Information concerning each cross-curricular competency is presented under the following headings: Focus of the Competency, which indicates its function; Key Features of the Competency, which states its components; Evaluation Criteria, which provides ways to judge a student’s development of the competency; and Developmental Profile, which gives an idea of how the competency is developed over time, although experience will give educators a clearer idea.
The intellectual competencies call on even the youngest students to go beyond superficial memorization of content and mindless conformity, and to aim for a higher level of skills. They define an active relationship to knowledge, and enable students to relate to reality—to grasp, interpret and understand it.

Intellectual competencies draw on attitudes such as open-mindedness, intellectual curiosity, willingness to make an effort and intellectual rigour. They are fueled by the love of learning, the desire to succeed, the need for autonomy, and creativity.
Competency 1  •  To use information

Focus of the Competency

Only two decades ago, the obsolescence of knowledge had virtually no impact on schools. Although the basic learnings are still relatively spared, the impact of this phenomenon on the conceptual basis of the subject matter increases with the level of schooling. Schools have to ensure that students develop the cognitive flexibility required today, and for this reason, it is just as important for them to teach students how to acquire knowledge as to convey it to them. It is in this perspective that the competencies should be understood.

While many students have access to a variety of information sources at home, some do not. School allows some students to discover new sources of information, while others can further explore the possibilities they offer. In any case, it is the school’s responsibility to teach students to diversify their information sources and to use them easily and effectively.

Each of the subject areas can provide a context for the development and exercise of this competency, a context in which students learn to consult more than one person, to look in various books and to use different media, including electronic media.
Key Features of the Competency

**To gather information.** To select appropriate information sources. To compare information from different sources. To make connections between what they already know and new information. To distinguish between essential and secondary information.

**To recognize various information sources.** To explore various sources and understand the use of each. To question information sources.

**To put information to use.** To imagine possible uses. To formulate questions. To answer his/her questions using the information gathered. To consider new uses. To respect copyright. To use the information in new contexts.

Developmental Profile

**Preschool Education**

The children can recognize the various information sources placed at their disposal. They obtain information essentially by listening and observing, and take an interest in picture books. In an appropriate context, they are able to share their discoveries with their classmates.

**From Elementary Cycle One to Elementary Cycle Three**

At the beginning of elementary school, students are able to recognize information that is of interest to them in the information sources placed at their disposal. They continue to rely mainly on listening and observation, but they are beginning to seek information in written sources. They like to share their discoveries and may explain where they found information.

Later, they broaden their range of information sources, both at school and in their immediate surroundings. They are capable of recognizing elements of information that can help answer their questions. They can explain the steps in their procedure.

Towards the end of elementary school, they can compare information from various sources and select the items that correspond to their needs. They are able to distinguish important data from data of secondary importance.

Evaluation Criteria

- Consultation of various sources
- Appropriate selection of information
- Logical organization of information
- Effective use of information
- Use in new contexts

Legend:* ① Cycle One ② Cycle Two ③ Cycle Three

* This legend also applies to the evaluation criteria for the other competencies.
**Competency 2 • To solve problems**

## Focus of the Competency

Problem solving is an aspect of all human activity. In daily life, there are many situations that require our attention. We have to choose from among a range of possibilities that are not all equally viable. The ability to handle these situations rationally may prove valuable when an important problem arises. This is the ability used in this competency.

The cross-curricular nature of this competency is also confirmed by the existence of subject-specific competencies modeled on the problem-solving process, such as those in mathematics and science, and by the many problems conceived by teachers for didactic purposes in all subjects. In the first case, developing the competency and learning the subject matter overlap. In the second, the situational problem serves as a pedagogical tool for the subject learnings.

In a complex situation, students must learn to recognize the elements that define the problem. They must learn to use the internal and external resources at their disposal to think up various solutions and implement the one that seems most appropriate, given the context and their objectives. They will also discover that there may be more than one way to solve a problem and that some solutions are more effective than others.

Very often, they will have to redo certain steps because they have misjudged an aspect of the problem or because the solution they chose did not work. In practice, this means that sometimes it is not easy for students to know where they are in a problem-solving process, with all the repeated testing and readjustment. When it is rational and controlled, this flexible modus operandi constitutes the problem-solving process. The role of the school is to help students to fully understand and systematically use this process.
**Preschool Education**

The children are able to take action to solve simple, concrete problems. They are capable of diversifying their strategies to make repeated efforts to solve a problem. If the problem interests them, they are capable of showing considerable persistence.

**From Elementary Cycle One to Elementary Cycle Three**

At the beginning of elementary school, the students are capable of identifying the key elements of a simple situational problem. They have difficulty imagining more than one solution at a time, but they manage to test several in succession in the course of an exercise. They often confuse the formulation and the testing of solutions. It is hard for them to analyze the reasons for their successes and failures.

Subsequently, they develop the ability to interpret a situation more accurately. They can distinguish elements that merit their consideration from those they should ignore. They are capable of proposing several solutions, but have difficulty making a convincing case for them. When they choose a solution, it is usually for reasons that are more emotional than rational. Their testing methods are not yet very systematic. Their ability to analyze their procedure improves steadily, and they gradually become more skilled at relating the situation under consideration to similar situations.

Towards the end of elementary school, they are capable of explaining why certain elements of a situation pose a problem and making a list of possible solutions. They also know how to evaluate possible solutions, taking into account the resources at their disposal, and they are able to justify their choices. Their implementation strategies are more effective and varied. They evaluate their procedures more rigorously and identify the causes of their successes and difficulties more accurately. They more easily make connections between the situation under consideration and similar situations.

**Key Features of the Competency**

- To analyze the components of a situational problem. To identify the context and the main elements of the situational problem and to make connections among them. To recognize similarities to situational problems solved previously.
- To evaluate the procedure used. To review the steps taken. To identify successful strategies and analyze the difficulties encountered.
- To adopt a flexible approach. To redo the preceding steps in the same or a different order as many times as necessary in order to solve the problem.
- To formulate possible solutions. To list and classify possible solutions. To consider the appropriateness of each solution. To consider its requirements and consequences. To imagine the situational problem solved.
- To test a solution. To choose a possible solution, apply it and evaluate its effectiveness. To choose and test another possible solution if necessary.

**Evaluation Criteria**

- Appropriateness of elements identified
- Formulation of plausible and imaginative solutions
- Use of varied and effective strategies
- Dynamism of the procedure
- Identification of successful strategies and difficulties
- Application of strategies developed in other situations

**Developmental Profile**

Cross-Curricular Competencies

**Intellectual Competencies**

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Competency 3 • To exercise critical judgment

Focus of the Competency

People use their judgment to orient their actions or to influence those of others or simply for the pleasure of passing judgment. There is no area of human activity in which people do not make judgments. Politics, religion, morality, science, art, recreation or sports, intellectual life, work, business, consumption, the legal system, the media, hobbies—judgment is required in all of them.

Schools have an important role to play in developing students’ critical faculties, by teaching them to weigh all the facts, to take into consideration their own emotions, to use logical arguments, to take the context into account, to allow for ambiguity and to weed out preconceptions.

The use of judgment is only meaningful if it is constant, and the school, because of the subjects and the themes it addresses, is in an ideal position to foster the development of this competency.
Children are capable of expressing their preferences and distinguishing between what is allowed and what is forbidden. They realize that their actions have consequences for others. They are aware of certain events and phenomena in their immediate surroundings. They can express an opinion as to whether these events or phenomena are ordinary or unusual and whether they are acceptable, and can communicate what they think and feel about them, but they tend to model their viewpoints on those of others or even simply to repeat what they hear.

At the beginning of elementary school, students distinguish intuitively between good and bad, and can recognize the difference between what they think and what others think. However, their positions owe more to their emotional need to identify with a person or group than to reflection.

Later on, they can compare their perspectives with those of others and express an opinion. They are more attentive to facts and better able to make connections between them and to evaluate their consequences for themselves and others. They gradually learn to distinguish arguments based on emotion from those based on reason.

Towards the end of elementary school, they are capable of grasping the logical, ethical or aesthetic implications of a situation or issue. They can roughly formulate the values, principles, rights and duties on which they will ground their judgments. They can express their opinions quite articulately and can identify similarities and differences in opinions. They can question their own judgments and are willing to discuss them with others.
Competency 4 • To use creativity

Focus of the Competency

Creativity is by no means limited to the arts, with which it tends to be associated. It is applicable in all areas of human endeavour, and reflects the interaction of intuition and logic. It involves managing emotions that may sometimes be contradictory. It requires the use of a broad range of internal and external resources and entails finding imaginative ways to deal with constraints that at first glance seem insurmountable.

Everyone is spontaneously capable of creativity, just as everyone is capable of problem solving. Indeed, the two competencies are often associated since a creative response can lead to an inventive solution to a situational problem.

At school, all the students’ activities should foster creativity. Consequently, the school should provide open-ended learning activities, problems with more than one solution and simulations that stimulate the imagination. This will encourage all students to reorganize the elements of problems and to propose original approaches and new ways of doing things, while familiarizing them with the appropriate concepts, strategies and techniques.
Developmental Profile

**Preschool Education**

The children give their imagination free rein. They say whatever they think, with no effort at censorship. They are influenced by the way in which activities are presented to them. They are interested in exploring strategies and techniques that are new to them. They express their preferences and are eager to present their creations.

**From Elementary Cycle One to Elementary Cycle Three**

At the beginning of elementary school, students are beginning to grasp the implications of an activity, but they generally get involved before they understand the potential consequences of doing so. They are able to describe certain steps they have taken and to imagine different ways of proceeding, although they are influenced by their classmates. They take pride in their creations.

Later, they become capable of identifying with the objective of an activity and seeking ways to attain it. They are less subject to the influence of others, and they like to vary the sources they draw on. They devise unusual modes of action. They begin to show autonomy in their creative activities. They perceive similarities and differences between their own creative work and that of others. They can express the extent of their satisfaction regarding their work.

Towards the end of elementary school, the students can handle more complex and demanding tasks. They are capable of more systematic preparation and organization of the steps in their creative projects. They can imagine a number of approaches to each situation they explore and like to experiment with new combinations of ideas, strategies and techniques. They are open to drawing on various sources and can recognize the original elements in their work.
The methodological competencies concern the use of effective work methods and information and communications technologies (ICT). They involve the development of attitudes such as a sense of responsibility, pride in work well done, discipline and rigour. They generally find expression in the ability to organize activities and persevere in them and in a form of creativity in action. These competencies enable students to enjoy the pleasure of work well done.
COMPETENCY 5 • TO ADOPT EFFECTIVE WORK METHODS

... to be self-reliant, to select appropriate means for attaining objectives and to evaluate the effectiveness of their work methods.

Focus of the Competency

The many kinds of situations in which one has to carry out an activity or project all depend on a type of practical knowledge that underlies virtually all human endeavours. This ability to get things done takes many forms and is required in various proportions depending on the nature of the task, but it is extremely useful to have.

Schools can help students to acquire this competency by encouraging them to be self-reliant, to select appropriate means for attaining objectives, to analyze the way they use the available resources and to evaluate the effectiveness of their work methods. All subjects lend themselves to this exercise, and methods applied in a given situation should be readily transferable to other areas.
The children can plan simple, short-term activities and reproduce a certain number of steps in carrying out an activity.

**FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE**

At the beginning of elementary school, students can identify certain steps in an activity. They are able to choose the appropriate materials and tools and to take into account the physical space available and the planned mode of operation. They can communicate verbally their successes and difficulties.

Towards the end of elementary school, they are able to assimilate various procedures and methods and apply them appropriately in various situations. They are willing to invest time and energy to attain an objective.

**Evaluation Criteria**

- Understanding of the task to be performed
  - 1
  - 2
  - 3
- Completion of the task
  - 1
  - 2
  - 3
- Analysis of the steps in the procedure
  - 1
  - 2
  - 3
- Perseverance in performing the task
  - 1
  - 2
  - 3
- Formulation of conclusions
  - 1
  - 2
  - 3

**Key Features of the Competency**

**TO ADOPT EFFECTIVE WORK METHODS**

- To analyze the task to be performed. To espouse the objective. To understand the instructions and visualize the elements of the task. To understand the context of the task.
- To begin the process. To reflect, before and during the action, on the best way to attain the objective. To adapt his/her work method to the task and the context. To anticipate the requirements of the method chosen and the resources that will be needed. To use his/her imagination.
- To analyze his/her procedure. To examine the procedure used throughout the task. To understand what was effective and what worked less well. To draw conclusions.
- To perform the task. To make use of the appropriate resources: people, materials, etc. To manage his/her materials and time and to adjust his/her actions as required. To complete the task. To discover the pleasure and satisfaction of work completed and well done.
- As they get older, they show more autonomy in defining all aspects of their procedure. They are able to find original ways to attain their goals. They are interested in various approaches or procedures and modify their planning as necessary. They observe that accomplishment is a source of satisfaction.

**Developmental Profile**

**PRESCHOOL EDUCATION**

The children can plan simple, short-term activities and reproduce a certain number of steps in carrying out an activity.
Competency 6 • To use Information and Communications Technologies (ICT)

Focus of the Competency

Information and communications technologies are part of the everyday life of a rapidly growing proportion of the population. Once associated mainly with research and business, their use has spread while their content has been diversified, so that now they offer something for everyone. It seems likely that within a decade or two, virtually every job will require at least a minimum of proficiency in this medium, which is both a language and a tool.

Already, some children begin school with a level of computer literacy that makes an introductory course unnecessary. However, schools still have a role to play in familiarizing those who don’t have access to ICT at home. They must also help students to diversify their use of ICT and to develop critical judgment with regard to them.

If used appropriately in teaching subject matter, information and communications technologies can accelerate the development of many cross-curricular and subject-specific competencies in the Québec Education Program. By providing access to a multitude of information sources and individuals, they give students the benefit of expertise from throughout the world and enable them to share their ideas and achievements with others.
Key Features of the Competency

To master the information and communications technologies. To be familiar with the purposes, concepts, vocabulary, procedures and techniques of ICT. To recognize familiar concepts in a new context. To explore new functions of software programs and operating systems.

To use information and communications technologies to carry out a task. To explore the potential of ICT for a given task. To choose software programs and functions appropriate for the task. To use appropriate working and troubleshooting strategies.

To evaluate his/her use of information and communications technologies. To recognize his/her successes and difficulties. To identify the limitations of the technology employed in a given situation. To identify ways to improve his/her use of ICT.

Developmental Profile

Preschool Education

The children learn to use the keyboard and mouse. They become familiar with the basic procedures and vocabulary and use games and educational applications. They perform tasks and do creative work using a drawing program. They spontaneously explore, and can follow a visual guide to procedures.

From Elementary Cycle One to Elementary Cycle Three

At the beginning of elementary school, students can use storage media. They know how to use the graphic interface and word-processing, drawing and vector graphic programs. They explore various CD-ROMs and do simple searches on the Web. They can follow a visual guide to procedures when they experience problems. They can explain what they are doing, identify the computer functions they use and recognize their successes and difficulties.

Later they understand the use of a keyboard and know how to use basic E-mail functions and Web browsers and do some spreadsheet operations. They can learn to use some peripherals and to store and organize their information.

Towards the end of elementary school, students can master the common functions of the applications they use. They know how to search for, find, select, store and organize information using various storage media. They are able to transfer data from one application to another, find their way on the Internet and use their address book, and are familiar with the etiquette and ethics of Internet use.

Evaluation Criteria

- Mastery of the vocabulary of information and communications technologies 1 2 3
- Effective use of computer tools 1 2 3
- Use of troubleshooting strategies 1 2 3
- Recognition of successes and difficulties 1 2 3
The personal and social competencies are associated with the development and affirmation of students’ personal and social identity. They concern both the cognitive and socioaffective dimensions of learning and are expressed in cooperation and in standing up for one’s values while showing respect for others. They also involve attitudes related to open-mindedness, adaptability, commitment and mutual aid.

Affirming their identity while showing respect for others
Competency 7 • To construct his/her identity

Focus of the Competency

Constructing an identity is a process that begins very early. Small children gradually become aware of the position they hold within their family and integrate the values of their milieu. Depending on the environment in which they grow up, children develop, to varying degrees, the ability to rely on their own resources, using their strengths and overcoming their weaknesses, and to manifest their autonomy in a responsible manner. They also learn—to a variable extent, depending on the context—to affirm their choices and opinions, recognize their own values, accept differences and be open to diversity.

Schools have a role to play in helping students, through various experiences, to define themselves as individuals, to recognize their cultural identity and to be receptive to other cultures. It is by having the opportunity to utilize their personal resources, make choices, justify them and assess the consequences that children will become aware of their identity and the values that influence them. All the subject areas contribute to the development of students’ personal, social and cultural identity by exposing them to various areas of learning, broadening their horizons, stimulating their faculties and encouraging them to take positions on major social issues.
Preschool Education

The children’s horizons are still quite limited, and their reactions are highly egocentric. Nevertheless, they learn to identify their tastes, interests, and physical, cognitive, emotional and social needs, which they observe are sometimes similar to and sometimes different from those of others. They express their feelings and carry out their intentions by imitating models or by taking more personal action. They can describe what they have experienced and recognize some of their strengths and weaknesses.

From Elementary Cycle One to Elementary Cycle Three

At the beginning of elementary school, students learn to make connections between their perceptions, feelings, reflections and reactions. They describe themselves, identifying their characteristics and those of others. Given reasonable challenges, they take risks, relying on strengths they recognize in themselves. They carry out their intentions through actions that are appropriate and consistent with their values and those of their community. They begin to take an interest in the world beyond themselves.

Subsequently, they take actions and make decisions that express their thoughts and feelings. They understand that their actions and attitudes provoke reactions on the part of others. They also realize that the attitudes and behaviour of others can influence them. They make choices based on their strong points and values. They reflect on whatever limits their capacity to act. They are capable of recognizing tasks they like and those they like less. They respond to instructions and can participate in establishing them. They are more open to the world beyond themselves.

Towards the end of elementary school, students understand the connections between their reactions, values, perceptions, feelings and thoughts. They can identify the motivations that influence their thinking, behaviour and speech. They adopt certain models and reject others, and justify their choices in terms of their values. They begin to realize that they are responsible for their actions and their consequences. Their interests become more diversified and they display curiosity about an increasing number of things.

Key Features of the Competency

To be open to his/her surroundings. To react to facts, situations or events. To identify his/her perceptions, feelings, and thoughts concerning these phenomena. To realize that other people’s opinion influence his/her reactions. To expand his/her cultural horizons by means of discussions, reading and exposure to a variety of media works. To be receptive to the moral and spiritual frame of reference of his/her community.

To become aware of his/her place among others. To recognize his/her values and goals. To have confidence in himself/herself. To define his/her opinions and choices. To recognize that he/she is part of a community. To be open to cultural and ethnic diversity.

To make good use of his/her personal resources. To use his/her strengths and overcome his/her limitations. To assess the quality and appropriateness of his/her choices of actions. To display increasing autonomy and independence.

Evaluation Criteria

- Curiosity and openness regarding his/her surroundings
- Deepening of his/her basic values
- Consideration of the values of others
- Effort to understand and appreciate human creations and achievements
- Identification of means for his/her personal development

Developmental Profile
Competency 8 • To cooperate with others

Focus of the Competency

Even without the efforts of school staff, the school would still be a powerful agent of socialization simply because large numbers of students of various ages rub elbows there every day. But schools and teachers have a mandate to enhance this spontaneous socialization with more deliberate, systematic measures. The aim of these measures is for students to develop a social competency that meshes with values such as self-affirmation that is respectful of others, consideration of other people’s feelings, constructive openness to pluralism, and nonviolence. School is an ideal setting for learning to live together on the basis of a set of values, and an appropriate place for students to become familiar with teamwork. The construction of knowledge and the development of competencies grow out of the confrontation of various points of view and ways of doing things, and certain objectives would be far more difficult to attain without the collaboration of all concerned.

There are many opportunities to develop this competency, both in the classroom and at school in general. The teaching of certain subjects—particularly drama, dance and physical education—would be virtually impossible without teamwork. But in fact, all the programs of study lend themselves to the creation of learning situations in which students are required to work together. Such situations give them an opportunity to learn to plan and carry out an activity with others, to participate in group discussion and to work with others to achieve a common goal, adapting to the situation, recognizing the contributions of others, developing a sense of organization and sharing.
The children become familiar with life in the classroom and begin learning to share and cooperate. They share toys, games, learnings and discoveries. They recognize that other people have feelings, emotions and interests that are different from their own. Realizing that their behaviours may influence their interpersonal relations, they behave in ways that foster respectful relations. They participate actively in group projects, which allows them to observe the contribution of each person and participate appropriately in discussions. They also take part in the development of rules of conduct for the class.
**Cross-Curricular Competencies**

**From Elementary Cycle One to Elementary Cycle Three**

At the beginning of elementary school, students are capable of working within simple cooperative structures. They respect the proposed planning. They communicate their ideas, questions and new learnings. They are receptive to the ideas of others and adapt to the changes these ideas entail. They become aware of their reactions in situations of conflict and identify behaviours that foster good relations with others. They help classmates. They identify achievements that are the result of teamwork.

Later, still within simple cooperative structures, they propose simple plans and make changes if necessary. They propose rules of conduct and carry out cooperative tasks. They express their ideas and question those of others. They observe which behaviours contribute to harmonious interpersonal relations and which do not. They are aware that they convey nonverbal messages, and understand their impact on others. Their behaviour fosters mutual trust and respect. They help others and appreciate help they receive. They recognize the advantages of teamwork and welcome feedback that contributes to the work of the team.

Towards the end of elementary school, students can carry out projects within somewhat more complex work structures. They propose activities and modes of operation appropriate for teamwork. They perform increasingly diverse tasks and realize that they and their teammates depend on each other and play complementary roles. They recognize that other people have thoughts, ideas, interests and needs that are different from their own. They listen to what each person says, and can reformulate what they have heard. They can express their emotions and points of view clearly. They help others and know when to ask for help. They make suggestions concerning the team’s modes of operation and can justify them by citing factors that help or hinder. They accept changes proposed by others and readjust their strategies accordingly. They identify tasks that can more easily be carried out by means of teamwork.
The communication-related competency allows students to share information with others, directly or through various media, and to convey messages in clear, appropriate language. This competency has a major impact on academic, social and occupational success.
COMPETENCY 9 • TO COMMUNICATE APPROPRIATELY

Focus of the Competency

Children begin learning to communicate in infancy. Their aptitude for communication plays a decisive role in their constant efforts to have their needs met. In helping students improve their mastery of their various means of communication, the school builds on this foundation.

Since each subject is associated primarily with one means of expression, school is an ideal place for students to experiment with the different forms of communication: oral, written, visual, musical, media-related, physical and symbolic. School gives students an opportunity to explore the resources of each of these forms of communication, to discover its conventions and codes, to develop a feeling for authenticity and active listening and to become familiar with such characteristics of communication as clarity, originality and elegance.

Among these modes of communication, the language of instruction represents the principal tool and means of access to culture. Students’ acquisition of proficiency in this language, which involves learning the codes, developing a large vocabulary and being able to organize their thoughts coherently, must not be the exclusive responsibility of the language of instruction programs: this objective can only be attained by every student if all educators make it their concern and devote considerable effort to it.
PRESCHOOL EDUCATION
The children express themselves spontaneously and organize the content of their communications through action. They explore various modes of communication. They are beginning to show an interest in what other people say and do.

FROM ELEMENTARY CYCLE ONE TO ELEMENTARY CYCLE THREE
At the beginning of elementary school, students learn to prepare and convey their messages, taking into account some of the requirements of the situation and some rules specific to the mode of communication they are using. In discussions, they observe the reactions of others and gradually become interested in their messages.

Later, the students plan their communication activities in greater detail. They are able to clarify the purpose of their communication and to structure their messages, taking into account many elements of the codes and rules of the mode of communication they are using. They are more and more attentive to the reactions of the recipients of their communications and have greater understanding of the effects of their messages. They discern the point of view of the other person, identify success factors and suggest ways to improve their own communication.

Towards the end of elementary school, students are able to take into account the different aspects of a communication situation. They express themselves with a certain ease. Increasingly concerned by the factors that favour successful communication, they make an effort to respect the rules and codes of the mode of communication used. Their ability to analyze has improved, and they evaluate their own communication efforts more rigorously.

Key Features of the Competency

TO COMMUNICATE Appropriately

- To establish the purpose of the communication. To consider the purpose of the communication and identify the recipients. To explore ideas related to the situation.
- To select the mode of communication. To select one or more appropriate modes of communication, bearing in mind the purpose, the context and the intended recipients.
- To carry out the communication. To observe the appropriate conventions for the mode of communication used. To adapt the communication on the basis of the reactions of the recipients. To recognize the strategies used throughout the process.

Evaluation Criteria

- Clarity, appropriateness and precision of the purpose of the communication
- Coherence of the message
- Use of appropriate symbols or vocabulary
- Observance of codes and conventions
- Critical, dynamic reception of communications from others
- Self-analysis and evaluation