

IDEAS FOR TARGETING ESSENTIAL LEARNING BETWEEN NOW AND THE END OF THE 2019-2020 SCHOOL YEAR

1

Consult the program of study and the progression of learning in order to identify the learning that should be completed by the end of the current school year.

2

Determine where each of your students is with respect to the learning content covered during the current school year.

3

First, target any content that is marked with a ☆ in the progression of learning and that your students have not yet completed.

4

Then target the other learning content marked with a ➔ or ■ because it is to be continued this year or reapplied next year.

Your objective should be to ensure that, at the end of the current school year, your students:

- have had an opportunity to learn a variety of things that touch on all the learning content
- have had opportunities to develop each of the competencies targeted by the program of study

Remember that:

- you have the **AUTHORITY** and **PROFESSIONAL SKILLS** required to:
 - o determine your students' needs
 - o select the means to set up appropriate strategies to meet their needs in the current context
- you are in the **BEST POSITION** to determine the content, apart from the learning already acquired, that you wish to consolidate, cover in greater depth or teach your students

The people responsible for the various programs of study in general education in the youth sector at the Ministère are available to answer your questions and to support you between now and the end of the current school year.

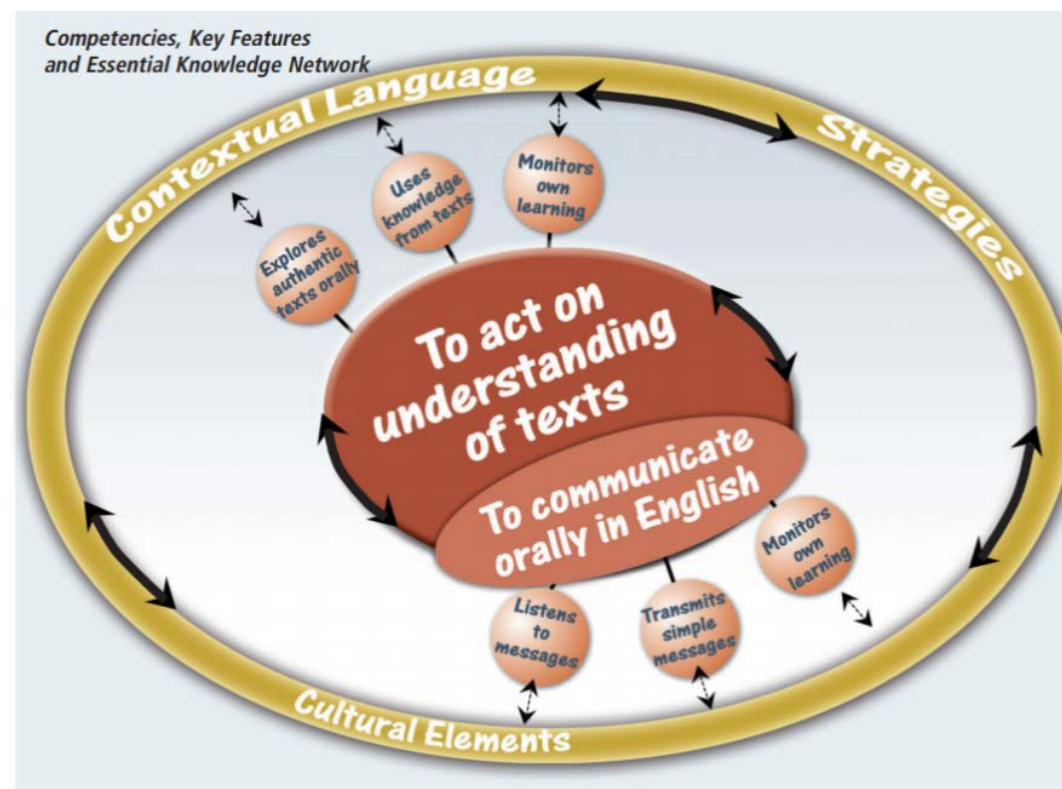
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In **Cycle One**, the students develop two interrelated **COMPETENCIES**:

1. To act on understanding of texts
2. To communicate orally in English

They come into contact with the English language and cultures through the use of authentic **SONGS**, **RHYMES** and **STORIES**. The program targets oral aspects of the language: listening, imitating, repeating, singing, gesturing, interpreting, retelling, etc.:

- The students watch a song being performed in English, then perform it using gestures.
- The students listen to a picture book being read aloud and identify the main characters, utter the recurrent passages, identify the key elements of the story and their sequence.
- Elementary 2 students create a personalized version of the song or story.



Consult the programs of study and the progressions of learning:



www.education.gouv.qc.ca/en/teachers/quebec-education-program

What to target

Opt for tasks that:

- foster **COMPETENCY** development
- involve a **SONG**, **RHYME** or **STORY**
- use **AUTHENTIC MODELS**
- require **REFLECTION** (self-monitoring)
- allow for **TRANSFER OF LEARNING**
- integrate elements of **ESSENTIAL KNOWLEDGE**
 - o **CONTEXTUAL LANGUAGE**: personal repertoire of words and short expressions developed in context
 - o **STRATEGIES**: compensatory strategies (when communicating) and learning strategies allow students to discover certain methods that can help them accomplish tasks
 - o **CULTURAL ELEMENTS**: Songs, rhymes and stories are authentic models of English language and cultures