

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.

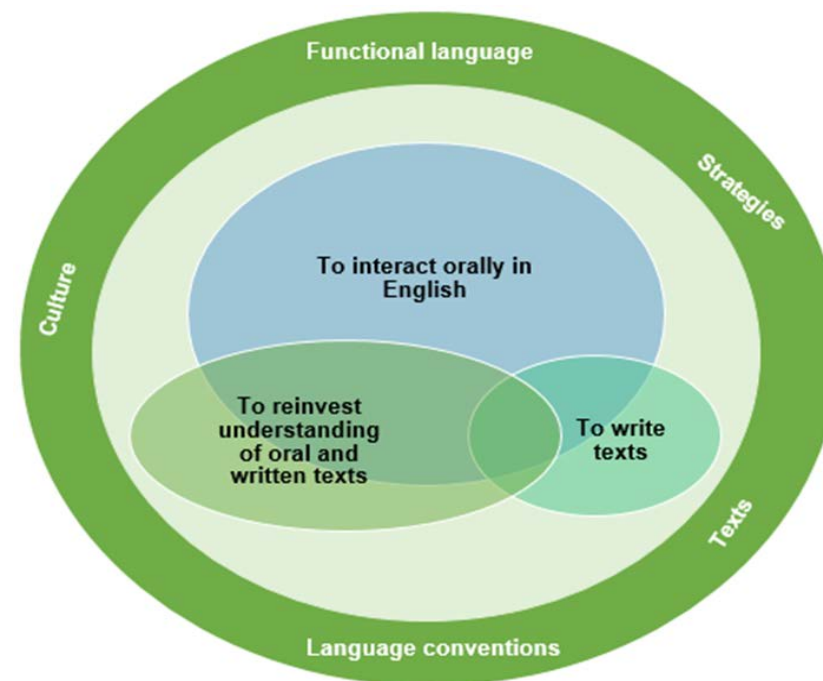
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In Cycles Two and Three, students develop three **COMPETENCIES** in synergy:

1. To interact orally in English
2. To reinvest understanding of oral and written texts
3. To write texts

In **Cycle Two**, students become familiar with various strategies that allow them to **PARTICIPATE IN SHORT EXCHANGES** on familiar topics, **UNDERSTAND** a variety of texts, **REINVEST** certain elements of texts they have seen, read or heard in other contexts, and to **WRITE SHORT TEXTS** using a model.

In **Cycle Three**, students continue to become familiar with various strategies that allow them to **PARTICIPATE IN EXCHANGES** on familiar topics as well as on topics of broader scope, **UNDERSTAND** a variety of texts, **REINVEST** certain elements of texts they have seen, read or heard in other contexts, and to **WRITE TEXTS** that are increasingly elaborate and personalized.



Consult the programs of study and the progressions of learning:

What to target?

Opt for tasks that:

- target the development of **MORE THAN ONE COMPETENCY**
- offer opportunities for **ORAL INTERACTION**
- use **AUTHENTIC TEXTS**
- allow for **TRANSFER OF LEARNING**
- use elements of **ESSENTIAL KNOWLEDGE**
 - o **FUNCTIONAL LANGUAGE**: students expand their personal repertoire of **USEFUL EXPRESSIONS** and **VOCABULARY**
 - o **STRATEGIES**: students become familiar with a variety of strategies to accomplish tasks with more ease
 - o **TEXT COMPONENTS**: students become familiar with the **OVERALL MEANING**, the **CONTEXTUAL CUES**, the **KEY ELEMENTS AND EVENTS** and the **CONNECTING WORDS** in a variety of texts
 - o **CULTURAL PRODUCTS**: students become familiar with **ENGLISH-LANGUAGE CULTURES** through various cultural products
 - o **LANGUAGE CONVENTIONS**: when the **CONTEXT** of the task allows it, the students' attention can be directed to a **TARGET FORM** (grammar, phonology, punctuation, spelling) as well as its **FUNCTION** and **CONTRIBUTION TO THE MEANING OF THE MESSAGE**

Therefore, you will optimize your students' learning time. Do not forget that the essential knowledge will be **DEEPENED OR REAPPLIED IN THE NEXT YEARS.**