

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

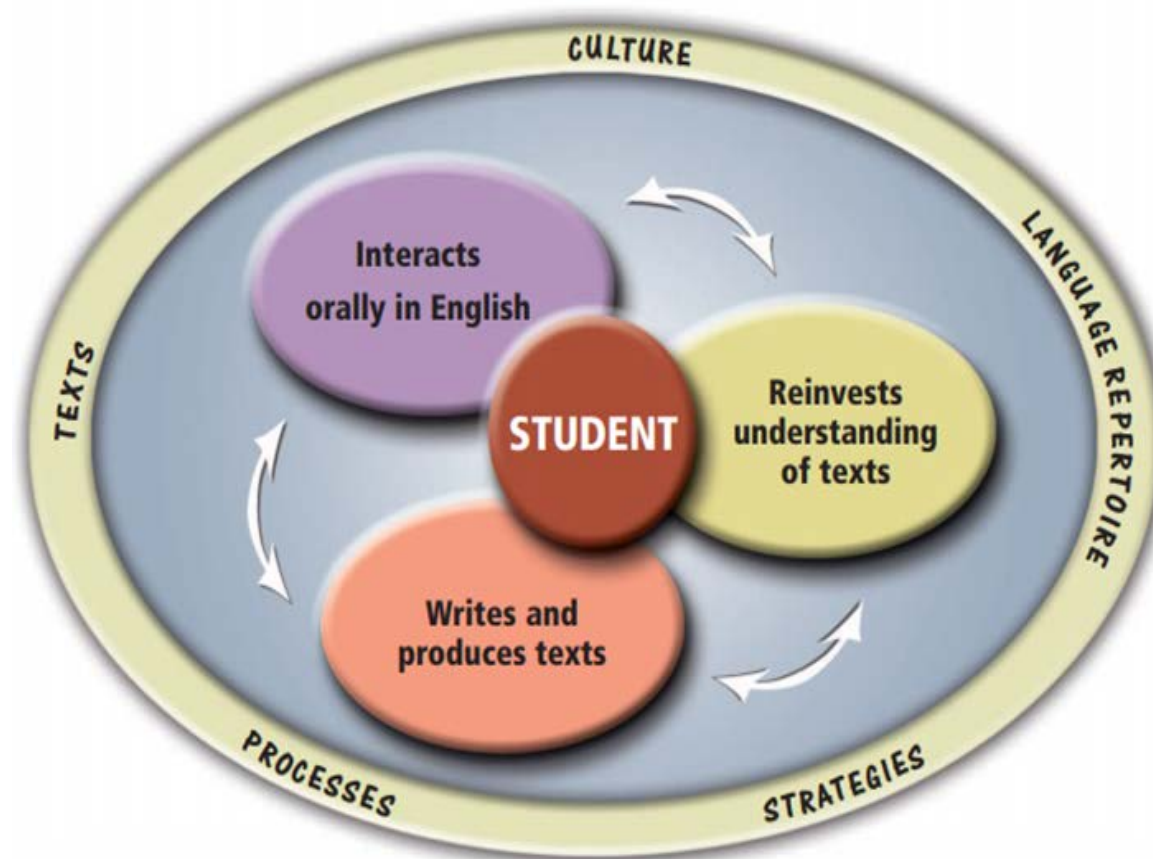
The people responsible for the various programs of study in general education in the youth sector at the Ministère are available to answer your questions and to support you between now and the end of the current school year.

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In Secondary Cycles One and Two (in both the core and enriched programs), students develop three **COMPETENCIES** in synergy:

1. Interacts orally in English
2. Reinvests understanding of texts
3. Writes and produces texts

Students **INITIATE, MAINTAIN AND END EXCHANGES** in English on various topics. They **EXPLORE A VARIETY OF TEXTS** (oral, written or visual) and **CONSTRUCT THEIR MEANING** independently and with others. They **DEMONSTRATE THEIR UNDERSTANDING** by sharing their reactions, by establishing a personal connection with the texts and by exploring the issues and topics presented at a broader, more general level.



What to target

Opt for tasks that:

- target the development of **MORE THAN ONE COMPETENCY**
- offer opportunities for **ORAL INTERACTION**
- require a **SELF-REGULATION**
- allow for **TRANSFER OF LEARNING**
- integrate elements of the **RELATED CONTENT**
 - o **CULTURE**: Students become familiar with the aesthetic, sociological and sociolinguistic aspects of local and international **ENGLISH-LANGUAGE CULTURES**
 - o **LANGUAGE REPERTOIRE**: Students continue developing their personal language repertoire (**FUNCTIONAL LANGUAGE, VOCABULARY, LANGUAGE CONVENTIONS**) by using various resources
 - o **STRATEGIES**: Students expand their personal repertoire of strategies, select which ones to use for a given task, use them appropriately, analyze their effectiveness and make the necessary adjustments
 - o **PROCESSES**: Students become familiar with the **RESPONSE, WRITING** and **PRODUCTION** processes
 - o **TEXTS**: Students explore a variety of **AUTHENTIC TEXTS** as well as their components and features

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



Consult the programs of study and the progressions of learning:

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