

## 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 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:
  - determine your students' needs
  - 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.

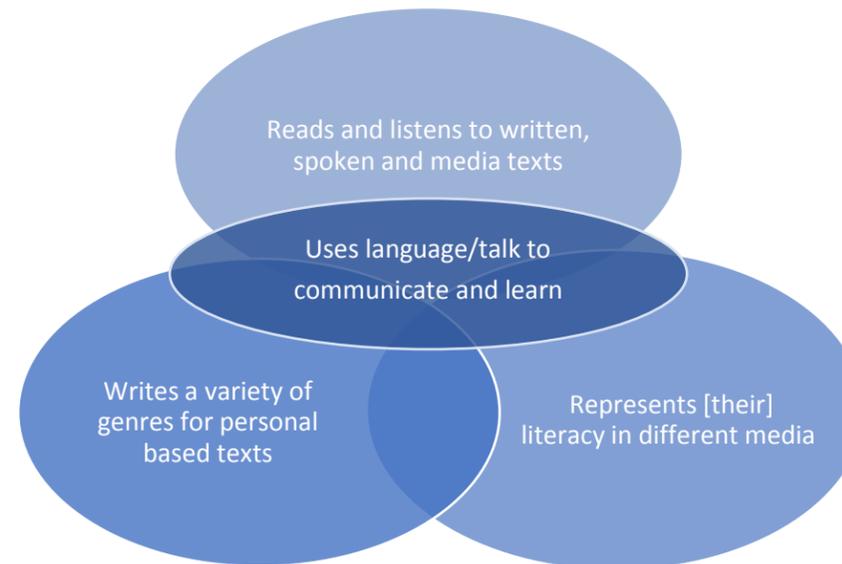
✉ [FGJ-ELA@education.gouv.qc.ca](mailto:FGJ-ELA@education.gouv.qc.ca)

### The program

The Secondary English Language Arts ([SELA 1](#) and [SELA 2](#)) programs are first and foremost **LITERACY** programs, the focus of which is to provide students with opportunities to develop their language competencies.

Goals of a literacy program:

- To provide opportunities for students to experience the power of language as a way of making sense of their experience
- To develop language competencies in diverse situations
- To develop fluent readers and communicators



Above: Cycle One competencies

Note: Media is incorporated within the reading and writing competencies in Cycle Two.

### What to target

Students:

- interact with a variety of texts
- construct an understanding and interpretation of texts and draw on discussions with peers to share, extend, reshape and clarify their responses
- follow a production process to produce spoken, written and media texts and develop their own style as writers
- examine and consider the interplay of context, audience and purpose when both reading and producing text
- become familiar with genres and investigate their affordances
- interact collaboratively with peers and teachers to develop a repertoire of communication, thinking and learning strategies
- share points of view, solve problems and engage in collaborative inquiry
- develop an integrated ELA profile, reflect upon and self evaluate their competency development



Consult the programs of study and the progressions of learning:

[www.education.gouv.qc.ca/en/teachers/quebec-education-program](http://www.education.gouv.qc.ca/en/teachers/quebec-education-program)