

## 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 learning 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.

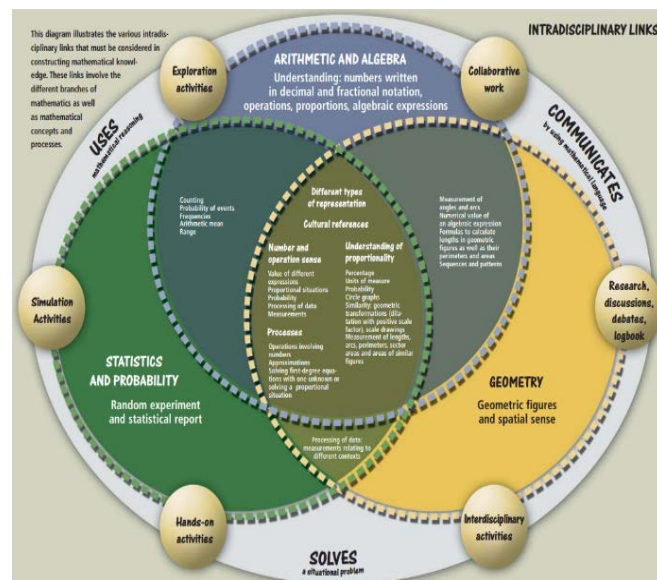
✉ [FGJ-math@education.gouv.qc.ca](mailto:FGJ-math@education.gouv.qc.ca)

Both these diagrams illustrate various **INTRADISCIPLINARY** links that must be considered in constructing mathematical knowledge and developing the competencies. These links involve the different branches of mathematics, as well as the concepts and processes that are **COMMON TO ALL CYCLE YEARS**.

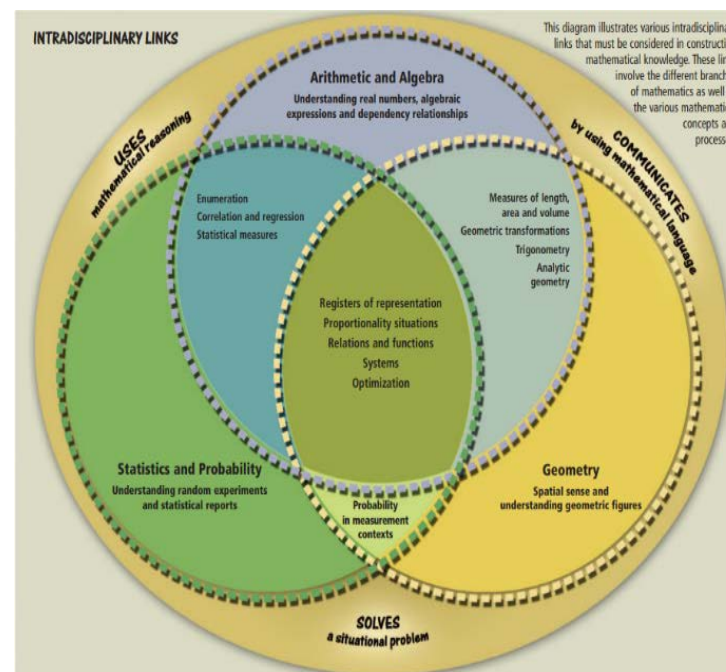
In mathematics, students develop three **COMPETENCIES**:

1. Solves a situational problem
2. Uses mathematical reasoning
3. Communicates by using mathematical language

In essence, the three competencies are distinguished by the emphasis placed on different facets of mathematical thinking.



Taken from the QEP, Mathematics, Secondary Cycle One, 207



Taken from the QEP, Mathematics, Secondary Cycle Two, 48

For a complete view of the development of the main concepts and processes pertaining to each branch of mathematics in Cycle Two, by year and by **OPTION**, consult the tables on pages 49 to 51.

## What to target

- **TRY TO COVER EACH BRANCH OF MATHEMATICS** and, more specifically, **EACH TOPIC** shown in the diagram of the respective cycle (and the tables, for Secondary Cycle Two).
  - o **ENSURE THAT YOUR STUDENTS ARE EXPOSED TO ALL THE TOPICS** instead of attempting to ensure that they have mastered all the mathematical concepts and processes.
  - o Remember that according to the progression of learning in mathematics, several concepts and processes will be **STUDIED IN GREATER DETAIL OR REAPPLIED IN SUBSEQUENT YEARS**.
- **OPT FOR TASKS THAT FOCUS ON ONE OR MORE COMPETENCIES AND SEVERAL CONCEPTS** related to one or more branches of mathematics. In this way, you will make the most of your students' learning time and cover the curriculum more extensively.



Consult the programs and the progressions of learning:

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