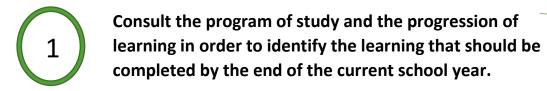
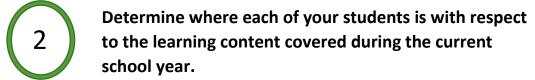
IDEAS FOR TARGETING ESSENTIAL LEARNING BETWEEN NOW AND THE END OF THE 2019-2020 SCHOOL YEAR





- First, target any content that is marked with a * in the progression of learning and that your students have not yet completed.
- Then, target the learning content marked with a →
 or because they are 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
 - 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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Students develop three **COMPETENCIES** in light of their complementarity, one with the others:

- 1. Reflects on ethical questions
- In Cycle One, encourage ethical questions raised in a give situation, such as the needs of humans and other living things, and the demands associated with the interdependence of humans and other living things.
- •In Cycle Two, encourage certain ethical questions raised in a given situation, such as the demands of belonging to a group and interpersonal relationships.
- In Cycle Three, encourage ethical questions, such as those dealing with individuals as members of society and the demands of life in society.

- 2. Demonstrates an understanding of the phenomenon of religion
- •In Cycle One, help students to name behaviours that are appropriate with regard to diversity, family celebrations and stories that have touched people, among other things.
- •In Cycle Two, help students to name various ways of thinking, being and acting, and the appropriate behaviours with regard to diversity, religious practices in the community and forms of religious expression in their environment.
- •In Cycle Three, help students to recognize religious values and norms as well as cultural contributions made by religious traditions in their social and cultural environment.

- 3. Engages in dialogue
- •In Cycle One, encourage students to engage in dialogue in a spirit of openness and in respect of the rules, such as those of conversation and discussion.
- •In Cycle Two, encourage students to engage in dialogue in a spirit of openness, using resources and vocabulary that are specific to their rules, such as those of narration and deliberation.
- •In Cycle Three, encourage students to respect the rules of dialogue, such as those of debate, and help them to contribute to overcoming obstacles.

What to target

Focus on activities that foster the **RECOGNITION OF OTHERS** and the **PURSUIT OF THE COMMON GOOD**, which will contribute to enhancing community life and encourage the construction of a truly common public culture.



Consult the programs of study and the progressions of learning:

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

