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

- 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.
- Determine where each of your students is with respect to the learning content covered during the current 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 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
 - 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, help students to ethically reflect on various subjects such as freedom, autonomy and social order.
- •In Cycle Two, help students to ethically reflect on various subjects such as tolerance, the future of humanity, justice and human ambivalence.

- 2. Demonstrates an understanding of the phenomenon of religion
- •In Cycle One, foster students' understanding of the forms of religious expression, especially in Québec's heritage.
- •In Cycle Two, encourage students to explore answers to existential questions, such as the meaning of life and death, and help students to recognize religions down through time and religious references in art and culture, and to understand the religious experience.

- 3. Engages in dialogue
- •In Cycle One, help students to provide themselves with a **process** and to structure their ideas or arguments and foster dialogue based on **concrete realities**.
- •In Cycle Two, help students to provide themselves with a process and to structure their ideas or arguments and foster dialogue based on concrete and abstract realities.

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



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