# Learning to Be Prioritized at the Elementary Level for the 2021-2022 School Year in the Context of the Pandemic

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## Introduction

This document is a **planning aid for teachers** in an exceptional context where learning conditions have been affected by the health crisis. It identifies, in a comprehensive manner, the learning to be prioritized during the 2021-2022 school year in order to foster students' educational progress. **It is important to note that, unlike the 2020-2021 *Learning to Be Prioritized* documents published halfway through the school year, this new document covers the entire 2021-2022 school year. As a result, and with a view to gradually resuming normal activities, the Ministère has made adjustments to and provided further clarifications for certain subject-specific documents that are made available to the school network.**

In anticipation of an eventual return to normal activities, and provided the situation and their students' learning progress permit it, teachers are invited to go beyond the elements presented in this document by drawing on the *Québec Education Program* and the documents that supplement it.

The learning to be prioritized presented in this document covers the following five programs: English Language Arts; Mathematics; Geography, History and Citizenship Education; Science and Technology; and Français, langue seconde. However, the Ministère de l'Éducation would like to emphasize that all the other programs of study and the compulsory content targeted by the *Basic school regulation for preschool, elementary and secondary education* (chapter I-13.3, r.8) must continue to be taught. This includes Drama; Visual Arts; Dance; Music; Physical Education and Health; Ethics and Religious Culture; and Intégration linguistique, scolaire et sociale. In all cases, it is up to teachers to evaluate students on the learning content that has been covered, based on the specific situation of their institution, as well as on the needs and the progress of the students under their responsibility.

In addition, the following support documents have been made available:

- *Identifying Essential Learning* documents for homeroom teachers and specialists were sent to school service centres, school boards and private schools on August 21, 2020, with a letter from the Deputy Minister.
- *Ideas for Targeting Essential Learning Between Now and the End of the 2019-2020 School Year* documents were posted on the Ministère de l'Éducation's website on the pages for the relevant subjects.
- The ***Learning to Be Prioritized at the Elementary Level for the 2020-2021 School Year in the Context of the Pandemic*** document was published on the Ministère de l'Éducation's website.
- The **training in three modules** presented by the Direction de formation générale des jeunes:
  - Learning and Enabling Learning: Embracing and Implementing Curricula
  - Identifying Students' Needs to Optimize Planning and Learning
  - Differentiated Instruction Through Pedagogical Flexibility

You are also encouraged to consult the **Offres de formation** page (available in French only), which outlines the professional development training offered by the Ministère de l'Éducation.

# English Language Arts

**Elementary Cycle One**

**Teaching the competencies explicitly and in synergy promotes the transfer of learning and makes the best use of teaching time.**

| Competencies[1] | Set priorities to ensure that students are: |
|---|---|
| **Uses language to communicate and learn** | • Using language/talk as a means of exploring, expressing and developing thoughts, feelings and imagination<br>• Talking about [their] language development, with guidance |
| **Reads and listens to spoken, written and media texts** | • Using a repertoire of meaning-making strategies<br>• Revisiting texts to support understanding or to locate information<br>• Identifying important ideas in texts read, listened to or viewed |
| **Produces written and media texts** | • Producing a variety of personally meaningful texts for a familiar audience using sentences in an order that supports a main idea or story[2]<br>• Using a limited range of developmentally appropriate spelling strategies, including purposeful approximations, and spelling high-frequency words with growing accuracy[2] |

For more information, please refer to ***Supporting the Interpretation of the Prioritized Learning from the MEQ: Elementary*** from the MEQ: Elementary, created by a subcommittee of DEEN's Languages Network.

**As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.**

1. To simplify this document, the competencies are presented as they appear in the report cards.
2. This priority originally stemmed from the *Suivi des apprentissages en lecture, écriture et mathématique à la fin de la 2e année du primaire, Secteur anglophone*, Ministère de l'Éducation, June 2019, and has been bolstered with information from the EELA program.

# English Language Arts

**Elementary Cycle Two**

**Teaching the competencies explicitly and in synergy promotes the transfer of learning and makes the best use of teaching time.**

**The elements of Cycle Two encompass those of Cycle One.**

| Competencies[3] | Set priorities to ensure that students are: |
|---|---|
| **Uses language to communicate and learn** | • Adapting linguistic features when communicating in specific contexts for a familiar audience<br>• Developing language strategies to support communication in collaborative tasks |
| **Reads and listens to spoken, written and media texts** | • Developing a variety of reading strategies<br>• Seeking to clarify own meanings and meanings of others through a response process<br>• Identifying structures and features of familiar text types and explaining how they contribute to meaning |
| **Produces written and media texts** | • Producing self-expressive, narrative and information-based texts for a familiar audience<br>• Adapting ideas and structures drawn from reading/viewing experiences to own texts<br>• Experimenting with basic language conventions (i.e. grammar, usage, mechanics and register) |

For more information, please refer to ***Supporting the Interpretation of the Prioritized Learning from the MEQ: Elementary***, created by a subcommittee of DEEN's Languages Network.

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3. To simplify this document, the competencies are presented as they appear in the report cards.

# English Language Arts

**Elementary Cycle Three**

**Teaching the competencies explicitly and in synergy promotes the transfer of learning and makes the best use of teaching time.**

**The elements of Cycle Two encompass those of Cycle One.**

| Competencies[4] | Set priorities to ensure that students are: |
|---|---|
| **Uses language to communicate and learn** | • Organizing communication to achieve a specific purpose with a familiar audience<br>• Self-evaluating their language development, with guidance |
| **Reads and listens to spoken, written and media texts** | • Broadening [their] repertoire of familiar literary, popular and information-based texts beyond preferences<br>• Relying on common structures and features of texts to construct meaning during the response process<br>• Responding to peers **and** clarifying and enriching their **own** interpretations of texts through discussion[5]<br>• Reflecting on reading progress by explaining/justifying reading preferences and strategies |
| **Produces written and media texts** | • Producing self-expressive, narrative and information-based texts for a wider audience<br>• Using basic language conventions (i.e. grammar, usage, mechanics and register)<br>• Revising and editing by using the necessary resources |

For more information, please refer to ***Supporting the Interpretation of the Prioritized Learning from the MEQ: Elementary***, created by a subcommittee of DEEN's Languages Network.

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4. To simplify this document, the competencies are presented as they appear in the report cards.
5. This priority has been clarified to draw attention to the crucial element of discussion in the response process.

# Mathematics

**Elementary Cycle One**

The development and recognition of students' competencies are based mainly on the completion of **complex tasks**. Moreover, the priority should be to cover all the key features of each competency throughout the school year to ensure that the students' mathematical competencies can be developed and observed. In essence, the three competencies are distinguished from one another by the emphasis each one places on different facets of mathematical thinking.

**Learning strategies:** The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

## Learning to be prioritized with regard to the competencies and their key features

- **To solve a situational problem related to mathematics**
  - To decode the elements of the situational problem
  - To model the situational problem
  - To apply different strategies to work out a solution
  - To validate the solution
  - To share information related to the solution

Situational problems involving complete information and a solution that requires one or two steps

- **To reason using mathematical concepts and processes**
  - To define the elements of the mathematical situation
  - To mobilize mathematical concepts and processes appropriate to the given situation
  - To apply mathematical processes appropriate to the given situation
  - To justify actions or statements by referring to mathematical concepts and processes
- **To communicate by using mathematical language**
  - To become familiar with mathematical vocabulary
  - To make connections between mathematical language and everyday language
  - To interpret or produce mathematical messages

This competency is developed by drawing on the other two subject-specific competencies.

## Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

### Arithmetic

- Understanding and writing natural numbers *and fractions*
- Meaning of operations involving natural numbers
- Operations involving natural numbers

### Geometry

- Space
- Solids
- Plane figures
- *Frieze patterns and tessellations*

### Measurement

- Lengths
- *Time*

### Statistics

- *Formulating questions for a survey*
- *Collecting, describing and organizing data using tables*
- Interpreting *or displaying* data using a table or a graph

### Probability

- *Experimentation with activities involving chance*
- *Predicting the likelihood of an event*
- *Enumerating the possible outcomes of a simple random experiment*

The contexts related to **probability** and **statistics** make it possible to provide students with a variety of activities and to ensure that the learning process is more dynamic. Random experiments, real-life situations and games, as well as the use of graphs and diagrams, help students become familiar with concepts and processes related to arithmetic, geometry and measurement.

**Ways to optimize teaching time and students' learning:**

- **Cover all the branches of mathematics** and **each of the related topics** listed in the right-hand column. However, it is not necessary to ensure that the students have mastered each of the mathematical concepts and processes related to each topic.
- Give priority to the topics that are not in italics.
- **Opt for tasks that focus on one or more competencies and several concepts and processes** related to one or more branches of mathematics.

A recording of the training session entitled ***Courses of action for a realistic and harmonized implementation of the mathematics programs*** **(In French only)** is available on the website of the Ministère de l'Éducation.

You can register for the training session entitled *How to Optimize Mathematical Learning: Advantages for Students and Teachers* by consulting ***Offres de formation de la Direction de la formation générale des jeunes (DFGJ)*** on the website of the Ministère de l'Éducation.

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# Mathematics

**Elementary Cycle Two**

The development and recognition of students' competencies are based mainly on the completion of **complex tasks**. Moreover, the priority should be to cover all the key features of each competency throughout the school year to ensure that the students' mathematical competencies can be developed and observed. In essence, the three competencies are distinguished from one another by the emphasis each one places on different facets of mathematical thinking.

**Learning strategies:** The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

## Learning to be prioritized with regard to the competencies and their key features

- **To solve a situational problem related to mathematics**
  - To decode the elements of the situational problem
  - To model the situational problem
  - To apply different strategies to work out a solution
  - To validate the solution
  - To share information related to the solution

  Situational problems involving more than one type of information and a solution that requires a few steps
- **To reason using mathematical concepts and processes**
  - To define the elements of the mathematical situation
  - To mobilize mathematical concepts and processes appropriate to the given situation
  - To apply mathematical processes appropriate to the given situation
  - To justify actions or statements by referring to mathematical concepts and processes
- **To communicate by using mathematical language**
  - To become familiar with mathematical vocabulary
  - To make connections between mathematical language and everyday language
  - To interpret or produce mathematical messages

  This competency is developed by drawing on the other two subject-specific competencies.

## Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

**Arithmetic**

- Understanding and writing natural numbers, fractions *and decimals*
- Meaning of operations involving natural numbers and decimals
- Operations involving natural numbers *and decimals*

**Geometry**

- Space
- Solids
- Plane figures
- *Frieze patterns and tessellations*

**Measurement**

- Lengths
- Surface areas
- *Volumes*
- *Angles*
- Time

**Statistics**

- *Formulating questions for a survey*
- *Collecting, describing and organizing data using tables*
- Interpreting *or displaying* data using a table or a graph

| Learning to be prioritized with regard to the competencies and their key features | Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics |
|---|---|
| | **Probability**<br>• *Experimentation with activities involving chance*<br>• *Predicting the likelihood of an event*<br>• *Probability that a simple event will occur*<br>• *Enumerating the possible outcomes of a random experiment using a table or a tree diagram*<br>The contexts related to **probability** make it possible to provide students with a variety of activities and to ensure that the learning process is more dynamic. Random experiments, real-life situations and games help students become familiar with concepts and processes related to arithmetic, geometry, measurement and statistics. |

**Ways to optimize teaching time and students' learning:**

- **Cover all the branches of mathematics** and **each of the related topics** listed in the right-hand column. However, it is no necessary to ensure that the students have mastered each of the mathematical concepts and processes related to each topic.
- Give priority to the topics that are not in italics.
- **Opt for tasks that focus on one or more competencies and several concepts and processes** related to one or more branches of mathematics.

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# Mathematics

**Elementary Cycle Three**

The development and recognition of students' competencies are based mainly on the completion of **complex tasks**. Moreover, the priority should be to cover all the key features of each competency throughout the school year to ensure that the students' mathematical competencies can be developed and observed. In essence, the three competencies are distinguished from one another by the emphasis each one places on different facets of mathematical thinking.

**Learning strategies:** The strategies that are helpful for the development and use of the three mathematics competencies are integrated into the learning process. Since students must build their own personal repertoire of strategies, it is important to encourage them to become independent in this regard and help them learn how to use these strategies in different contexts.

## Learning to be prioritized with regard to the competencies and their key features

- **To solve a situational problem related to mathematics**
  - To decode the elements of the situational problem
  - To model the situational problem
  - To apply different strategies to work out a solution
  - To validate the solution
  - To share information related to the solution

  Situational problems involving different types of information and a solution that may require several steps
- **To reason using mathematical concepts and processes**
  - To define the elements of the mathematical situation
  - To mobilize mathematical concepts and processes appropriate to the given situation
  - To apply mathematical processes appropriate to the given situation
  - To justify actions or statements by referring to mathematical concepts and processes
- **To communicate by using mathematical language**
  - To become familiar with mathematical vocabulary
  - To make connections between mathematical language and everyday language
  - To interpret or produce mathematical messages

  This competency is developed by drawing on the other two subject-specific competencies.

## Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics

### Arithmetic

- Understanding and writing natural numbers, fractions, decimals and integers
- Meaning of operations involving natural numbers, decimals *and fractions*
- Operations involving natural numbers, decimals *and fractions*

### Geometry

- Space
- Solids
- Plane figures
- *Frieze patterns and tessellations*

### Measurement

- Lengths
- Surface areas
- Volumes
- Angles
- *Capacities*
- *Masses*
- *Time*
- *Temperatures*

### Statistics

- *Formulating questions for a survey*
- *Collecting, describing and organizing data using tables*
- Interpreting data using a table or a graph
- *Understanding and calculating the arithmetic mean*

| Learning to be prioritized with regard to the competencies and their key features | Learning to be prioritized with regard to concepts and processes specific to each branch of mathematics |
|---|---|
| | **Probability**<br>• *Experimentation with activities involving chance*<br>• *Predicting the likelihood of an event*<br>• *Probability that a simple event will occur*<br>• *Enumerating the possible outcomes of a random experiment using a table or a tree diagram*<br>• *Comparing the outcomes of a random experiment with known theoretical probabilities*<br>The contexts related to **probability** make it possible to provide students with a variety of activities and to ensure that the learning process is more dynamic. Random experiments, real-life situations and games help students become familiar with concepts and processes related to arithmetic, geometry, measurement and statistics. |

**Ways to optimize teaching time and students' learning:**

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## Geography, History and Citizenship Education

**Elementary Cycle Two**

The Social Sciences programs are aimed at developing historical thinking, geographical thinking and an approach to critical analysis. They call for the use of sources, the construction of concepts and the acquisition of a common cultural heritage, founded on cultural references and knowledge. They also help prepare students to exercise their role as citizens. Consideration of these shared elements, which are covered in detail in this **training session** (available in French only), promotes student success, facilitating the transition from one year to the next or from one Social Sciences program to another and the management of interruptions in learning.

As with all Social Sciences programs, the expected learning in *Geography, History and Citizenship Education* is achieved through situations that combine the following three components: the subject-specific competencies, know-how[6] and knowledge.

| Competencies | Learning to be prioritized | |
|---|---|---|
| To understand the **organization** of a society in its territory | **This competency and the learning content associated with it are most essential** because they make it possible to recognize and interpret changes over time (Competency 2) or to compare the organization of societies and of territories (Competency 3). | **The construction of concepts related to the study of geography, history and citizenship education:**<br>• Asset, cause, change, continuity, difference, diversity, effect, influence, limitation, location, organization, similarity, society, space, time and territory<br>**Contexts for exercising the competencies:**<br>• Solving problems<br>• Interpreting documents<br>• Using representations of time |
| To interpret **change** in a society and its territory<br>To be open to the **diversity** of societies and their territories | These two competencies should be addressed **at least once over the course of the school year.** | |

**Since progress in learning is not simply a matter of acquiring knowledge, it is up to teachers to determine which elements of program content warrant explicit instruction, based on an analysis of their students' characteristics and needs. Detailed information about the knowledge related to the societies and territories studied in *Geography, History and Citizenship Education* is provided in the *Progression of Learning*.**

6. Know-how relates to the key features of the competencies. One notable means of evaluating the development of know-how is by having students perform intellectual operations.

## Geography, History and Citizenship Education

**Elementary Cycle Three**

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7. Know-how relates to the key features of the competencies. One notable means of evaluating the development of know-how is by having students perform intellectual operations.

# Science and Technology[8]

**Elementary Cycle Two**

The Science and Technology program provides **an introduction** to scientific and technological activity aimed at **developing students' knowledge** of science and technology through the exploration of problems in their immediate environment.

The degree to which normal activities will resume in the 2021-2022 school year remains to be seen. Thus, for each area of the program (Material World, Earth and Space, Living Things), teachers are encouraged to use the problems examined in class to foster students' understanding of the content indicated in bold type in the Progression of Learning. However, priority should be given to the topics listed below.

## Competencies

- To propose explanations for or solutions to scientific or technological problems
- To make the most of scientific and technological tools, objects and procedures
- To communicate in the languages used in science and technology

**Prioritize learning activities involving investigative and design processes that contribute to the development of the three competencies in a synergetic manner.**

## Learning to be prioritized

**Material World**

- *(Matter)* Properties and characteristics of matter, in particular, texture, shape and colour
- *(Energy)* Different forms of energy (mechanical, electrical, light) and the transformations of energy from one form to another
- *(Systems and interaction)* Simple machines (lever, inclined plane, pulley and screw) and their uses

**Earth and Space**

- *(Matter)* Properties, characteristics and transformation of matter on Earth, for example: soil, water and air
- *(Energy)* Different sources of energy (sun, moving water and wind)
- *(Systems and interaction)* Changes to the environment throughout the seasons

**Living Things**

- *(Matter)* Characteristics, organization and transformation of living things, in particular, basic needs, classification of life forms, anatomy of living things and their growth stages (animals and plants)
- *(Systems and interaction)* Interaction between living organisms and their environment

**Techniques and instrumentation**

- Appropriately using simple observational and measuring instruments, in particular, magnifying glass, tape measure, cylinders, balance and thermometer

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8. The Ministère de l'Éducation offers training sessions to support schools in implementing the Québec Education Program. To register for the training session "Observer, ça s'apprend!" (available in French only), please consult the **Offres de formation – Formation générale des jeunes** page on the Ministère's website. **Recordings of training sessions from previous years** are also available on the Ministère's website (available in French only).

## Science and Technology[9]

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### Competencies

- To propose explanations for or solutions to scientific or technological problems
- To make the most of scientific and technological tools, objects and procedures
- To communicate in the languages used in science and technology

**Prioritize learning activities involving investigative and design processes that contribute to the development of the three competencies in a synergetic manner.**

### Learning to be prioritized

**Material World**

- *(Matter)* Description of various other physical properties of an object, a substance or a material
- *(Energy)* Forms, transmission and transformation of energy, in particular, electrical energy
- *(Systems and interaction)* How manufactured objects work

**Earth and Space**

- (Energy) Renewable and non-renewable forms of energy
- (Forces and motion) Rotation of the Earth (cycle of day and night), its revolution and tilt (changing of the seasons)
- *(Systems and interaction)* The solar system, stars and galaxies

**Living Things**

- (Matter) Transformation of living things, in particular, the stages of growth and development in humans
- *(Systems and interaction)* Interaction between humans and their environment, for example, the impact of human activity on the environment; recycling and composting

**Techniques and instrumentation**

- Appropriately using simple observational and measuring instruments, in particular, magnifying glass, tape measure, cylinders, balance and thermometer

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# Français, langue seconde (programme de base)

**Primaire (1er, 2e et 3e cycles)**

L'apprentissage de la langue se faisant en spirale, la progression des apprentissages d'un cycle à l'autre réside non seulement dans l'ajout de nouveaux contenus d'apprentissage, mais également dans l'évolution de la complexité et de la variété des tâches d'interaction, de compréhension et de production et dans la variation du soutien apporté aux élèves. En vue de favoriser le développement des compétences en français, langue seconde, le choix des contenus à prioriser se fera en fonction des besoins des élèves et des attentes ciblées pour chacun des cycles dans le programme d'études.

| Compétences | Apprentissages prioritaires |
|---|---|
| **Interagir en français en se familiarisant avec le monde francophone – Communiquer** | • Prédominance de l'**interaction orale** dans les **situations informelles** et **planifiées**<br>Se préoccuper, notamment :<br>– de la pertinence et de la suffisance des idées<br>– des conventions linguistiques qui ont un impact sur la compréhension du message (vocabulaire fonctionnel, éléments prosodiques, syntaxe, règles d'accord, etc.)<br>• Recours aux **stratégies d'interaction**, notamment :<br>– l'adoption d'une attitude d'ouverture à l'égard de ses pairs et de la culture francophone<br>– la participation active<br>– le recours à divers moyens de dépannage |
| **Interagir en français en se familiarisant avec le monde francophone – Comprendre et lire** | • Repérage et compréhension du **vocabulaire** utilisé à l'**oral** et à l'**écrit** et lié au **sujet** (selon les situations d'apprentissage)<br>• Recours aux **stratégies de compréhension**, notamment :<br>– l'anticipation du contenu des textes lus, vus et entendus<br>– le recours aux connaissances antérieures d'ordre général ou linguistique pour l'établissement de liens avec le texte<br>– l'identification des éléments d'information essentiels<br>– le recours à divers moyens de dépannage<br>• **Réaction** aux textes lus, vus et entendus |
| **Produire des textes variés** | • Production de **courts messages compréhensibles** qui tiennent compte, notamment :<br>– du sujet, de l'intention donnée et de certaines caractéristiques du destinataire<br>– des éléments prosodiques<br>– de l'orthographe d'usage, d'un répertoire de mots fréquemment utilisés en classe<br>Selon la situation d'apprentissage, **cibler** :<br>– le vocabulaire utilisé à l'oral et à l'écrit et lié au sujet<br>– les connaissances liées au texte oral ou écrit<br>– les connaissances liées à la phrase de base<br>• Recours aux **stratégies de production**, notamment :<br>– le recours à des modèles pour la création d'un texte<br>– le recours à des ressources humaines, linguistiques et technologiques<br>– l'utilisation des codes de correction et des outils de révision |

**En complément au présent document, le Ministère fournit une version de la Progression des apprentissages adaptée à l'année scolaire 2020-2021, où des éléments ont été surlignés.**

## Français, langue seconde (programme d'immersion)

**Primaire (1er, 2e et 3e cycles)**

L'apprentissage de la langue se faisant en spirale, la progression des apprentissages d'un cycle à l'autre réside non seulement dans l'ajout de nouveaux contenus d'apprentissage, mais également dans l'évolution de la complexité et de la variété des tâches d'interaction, de compréhension et de production et dans la variation du soutien apporté aux élèves. En vue de favoriser le développement des compétences en français, langue seconde, le choix des contenus à prioriser se fera en fonction des besoins des élèves et des attentes ciblées pour chacun des cycles dans le programme d'études.

| Compétences | Apprentissages prioritaires |
|---|---|
| **Interagir en français en découvrant le monde francophone par les textes et les disciplines – Communiquer** | • Prédominance de l'**interaction orale** et **écrite** dans les **situations informelles**<br>Se préoccuper, notamment :<br>– de la pertinence et de la suffisance des idées<br>– des conventions linguistiques qui ont un impact sur la compréhension du message (vocabulaire fonctionnel, éléments prosodiques, syntaxe, règles d'accord, etc.)<br>• Recours aux **stratégies d'interaction**, notamment :<br>– l'adoption d'une attitude d'ouverture à l'égard de ses pairs et de la culture francophone<br>– la participation active<br>– le recours à divers moyens de dépannage<br>• Recours aux **stratégies d'évaluation de la démarche** |
| **Interagir en français en découvrant le monde francophone par les textes et les disciplines – Comprendre et lire** | • Appropriation d'un **vocabulaire relatif aux situations d'apprentissage et aux disciplines**<br>• Recours aux **stratégies de compréhension**, notamment :<br>– l'anticipation du contenu des textes lus, vus et entendus<br>– le recours à ses connaissances antérieures d'ordre général ou linguistique pour l'établissement de liens avec le texte<br>– l'identification des éléments d'information essentiels<br>– le recours à divers moyens de dépannage<br>• Recours aux **stratégies d'évaluation de la démarche**<br>• **Réaction** aux textes lus, vus et entendus |
| **Produire des textes variés** | • Production d'une **variété de textes** qui tiennent compte, notamment :<br>– du sujet, de l'intention donnée et de certaines caractéristiques du destinataire<br>– des éléments prosodiques<br>– de l'orthographe d'usage des mots fréquemment utilisés en classe<br>Selon la situation d'apprentissage, **cibler** :<br>– le vocabulaire lié au sujet ou à la discipline<br>– les connaissances liées au texte oral ou écrit<br>– les connaissances liées à la phrase de base et à la phrase complexe<br>• Recours aux **stratégies de production**, notamment :<br>– le recours à des modèles pour la création d'un texte<br>– le recours à des ressources humaines, linguistiques et technologiques<br>– l'utilisation des codes de correction et des outils de révision<br>• Recours aux **stratégies d'évaluation de la démarche** |

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# Appendix
# Français, langue seconde (Core Program)

**Elementary Cycles One, Two and Three**

In language learning, the learning curve is actually a spiral: the progression of learning from one cycle to the next resides not only in the addition of new learning content, but also in the evolving complexity and variety of the interaction, comprehension and production tasks, as well as the support provided to students. To foster the development of the competencies associated with Français, langue seconde, the choice of learning content to be targeted is made based on the students' needs and the end-of-cycle outcomes specified in the program of study.

| Competencies | Learning to be prioritized |
|---|---|
| **Communicates in French** | • Prioritizing **oral interaction** in **informal** and **planned situations**, with a particular focus on:<br>– Generating an adequate number of relevant ideas<br>– Using language conventions that affect the comprehension of a message (e.g. functional vocabulary, prosodic elements, syntax, rules of agreement)<br>• Adopting **interaction strategies**, in particular:<br>– Adopting an attitude of openness toward peers and the francophone culture<br>– Participating actively<br>– Using various compensatory strategies to overcome difficulties |
| **Understands oral and written texts in French** | • Identifying and understanding **subject-specific vocabulary** that is used in **speech** and **writing** (based on the learning situations)<br>• Adopting **comprehension strategies**, in particular:<br>– Anticipating the content of texts read, listened to or viewed<br>– Using prior general or language-specific knowledge to make connections with the text<br>– Identifying essential information<br>– Using various compensatory strategies to overcome difficulties<br>• **Reacting** to texts read, listened to or viewed |
| **Produces oral and written texts in French** | • Producing **short, comprehensible messages**, with a particular focus on:<br>– The subject matter, the communication purpose and certain characteristics of the intended audience<br>– Prosodic elements<br>– Standard spelling of words frequently used in class<br>Based on the learning situation, **prioritize**:<br>– Vocabulary used in speech and writing and that is related to the subject<br>– Knowledge related to the spoken or written text<br>– Knowledge related to basic sentences<br>• Adopting **production strategies**, in particular:<br>– Using standard sentences to produce texts<br>– Using human, linguistic and technological resources<br>– Using correction codes and revision tools |

**As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.**

## Français, langue seconde (Immersion Program)

**Elementary Cycles One, Two and Three**

In language learning, the learning curve is actually a spiral: the progression of learning from one cycle to the next resides not only in the addition of new learning content, but also in the evolving complexity and variety of the interaction, comprehension and production tasks, as well as the support provided to students. To foster the development of the competencies associated with Français, langue seconde, the choice of learning content to be targeted is made based on the students' needs and the end-of-cycle outcomes specified in the program of study.

| Competencies | Learning to be prioritized |
|---|---|
| **Communicates in French** | • Prioritizing **oral and written interaction** in **informal** and **planned situations**, with a particular focus on:<br>– Generating an adequate number of relevant ideas<br>– Using language conventions that affect the comprehension of a message (e.g. functional vocabulary, prosodic elements, syntax, rules of agreement)<br>• Adopting **interaction strategies**, in particular:<br>– Adopting an attitude of openness toward peers and the francophone culture<br>– Participating actively<br>– Using various compensatory strategies to overcome difficulties<br>• Using **strategies to evaluate the interaction process** |
| **Understands oral and written texts in French** | • Understanding and using **vocabulary that is related to the learning situations and the subject matter**<br>• Adopting **comprehension strategies**, in particular:<br>– Anticipating the content of texts read, listened to or viewed<br>– Using prior general or language-specific knowledge to make connections with the text<br>– Identifying essential information<br>– Using various compensatory strategies to overcome difficulties<br>• Using **strategies to evaluate the comprehension process**<br>• **Reacting** to texts read, listened to or viewed |
| **Produces oral and written texts in French** | • Producing **variety of texts**, with a particular focus on:<br>– The subject matter, the communication purpose and certain characteristics of the intended audience<br>– Prosodic elements<br>– Standard spelling of words frequently used in class<br>• Based on the learning situation, **prioritize**:<br>– Vocabulary used in speech and writing and that is related to the subject<br>– Knowledge related to the spoken or written text<br>– Knowledge related to basic and complex sentences<br>• Adopting **production strategies**, in particular:<br>– Using standard sentences to produce texts<br>– Using human, linguistic and technological resources<br>– Using correction codes and revision tools<br>• Using **strategies to evaluate the production process** |

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