Introduction

Reach for your **Dreams**

Québec

CHARACTERISTICS OF THE
QUÉBEC EDUCATION PROGRAM
FOR SECONDARY CYCLE ONE

Schools have to continue transmitting the knowledge of previous generations while at the same time helping all students develop skills that will enable them to become educated and cultivated individuals, involved citizens and competent workers. The Québec Education Program for Secondary Cycle One, like its predecessors, is part of a reform undertaken to ensure that Québec's education system is capable of meeting this challenge. It is based on the latest research in the area of education and learning, and represents current thinking with regard to the various fields of knowledge.

The program is first and foremost a tool to help individual teachers carry out their daily tasks. At the same time, it is an essential guide for school administrators, all school staff and the governing board.

The Québec Education Program is based on the following orientations, which provide a common direction for all educational action:

- It has one central objective: success for all, without any lowering of requirements.
- It proposes learning essential for students in the early 21st century.
- It targets the development by students of both subject and cross-curricular competencies.
- It considers language and culture to be intrinsic to the aims of the students' education.
- It integrates all the subjects into a coherent whole focused on the major issues of contemporary life.• It emphasizes students' involvement in a learning process that goes beyond the mere accumulation of knowledge, enabling them to understand the world and their place in it and to take appropriate action.
- It relies on the individual and collective expertise of the school's educational staff to develop effective learning and evaluation conditions.
- It promotes the use of effective professional practices.

Structure of the Québec Education Program

Designed as a basic core curriculum for all students, in continuity with the elementary school program, the Québec Education Program for Secondary Cycle One has a structure similar to that of the three cycles of elementary school. It thus has three compulsory dimensions:

Broad Areas of Learning

Health and Well-Being
Personal and Career Planning
Environmental Awareness and Consumer Rights and Responsibilities
Media Literacy
Citizenship and Community Life

Cross-Curricular Competencies

Intellectual
Methodological
Personal and Social
Communication-Related

Subject Areas

Languages
Mathematics, Science and Technology
Social Sciences
Arts Education
Personal and Social Development

Overview
of the Québec Education Program

Languages

- French, Language of Instruction
- Welcoming Classes
- English as a Second Language
- Secondary English Language Arts
- French as a Second Language

FRENCH, LANGUAGE OF INSTRUCTION

The French, Language of Instruction, program aims to help students master written and spoken French, develop a love of reading, writing and communicating orally, and develop a positive attitude towards the French language and French culture.

In French, Language of Instruction, class, students develop the following competencies:

- Reads and appreciates various texts
- Writes various texts
- Communicates orally in various ways

In developing these competencies, students learn to:

- understand and interpret texts, respond to them and set personal criteria for appreciating them
- write well-structured texts, edit them and correct them
- understand and interpret oral productions and express themselves orally, both individually and when interacting with others
- acquire new knowledge related to language, texts and culture, particularly in connection with grammar as it applies to text as a whole and to individual sentences, vocabulary, spelling, different language registers and the characteristics of spoken language
- justify their remarks to support a request or query
- acquire information by means of listening when considering a phenomenon, a question, a problem or an issue
- acquire information from everyday texts to arrive at and justify a choice or an opinion
- construct literary and cultural reference points by making connections between various literary works
- defend an idea by interacting orally in a context that involves dialogue, negotiation, reaching a consensus or producing a collective work
- reflect on their practice of reading, writing, listening, speaking and responding in order to assess their achievements, their progress and the points they wish to improve upon

Students achieve this learning by:

- reading, writing and engaging in oral communication frequently
- creating plots or developing stories that create suspense, are surprising, funny or moving
- reading, each year, at least five literary works representing Québec culture, the French-speaking world and world heritage
- participating in a book or literary discussion club
- participating in cultural activities in French by going to the library, the theatre, museums, book fairs, etc.
- meeting representatives of living culture such as writers, illustrators, storytellers, actors, journalists, radio personalities, etc.

WELCOMING CLASSES

Serving as a bridge to regular classes, Welcoming Classes for Secondary Cycle One are intended for non-francophone students who are new to Québec. In accordance with the Policy Statement on Educational Integration and Intercultural Education, the program does more than provide students with an opportunity to learn French; it also gives them an opportunity to get used to school, their new living environment and Québec society.

In these classes, students develop the following competencies:

- Interacts in French
- Adapts to Québec school practices
- Becomes part of Québec society

In developing these competencies, students learn to:

- acquire a functional knowledge of French as quickly as possible

- understand the educational and social culture of their new environment

- develop appropriate attitudes and behaviours that will help them integrate harmoniously into their new environment

- acquire concepts and processes that are considered essential in the language of instruction and in mathematics, as well as aspects that can inform them about Québec (social and territorial organization, history of Québec society)

- become familiar with the common values of Québec society

Students achieve this learning by:

- encountering authentic situations or realistic simulations that provide opportunities to communicate and interact spontaneously in French, both orally and in writing

- participating in projects involving themes that relate directly to their experience of personal, educational and social adaptation

- taking advantage of opportunities to become familiar with certain key aspects of school life and its organization

ENGLISH AS A SECOND LANGUAGE

There are two English as a Second Language programs in the French sector of Secondary Cycle One: the core and the enriched programs. The core program is for students who have completed the regular elementary program. The enriched program is designed for students who have successfully completed an intensive English program at the elementary level or have had other enriching experiences in English.

In English as a Second Language class, students develop the following competencies:

- Interacts orally in English
- Reinvests understanding of texts
- Writes and produces texts

In developing these competencies, students learn to:

- acquire basic vocabulary and expand it to communicate their ideas, feelings and opinions

- read and listen to written or media texts and discuss them

- analyze their productions in order to be able to notice their own errors and correct them, and offer corrective feedback to their peers

- experiment with and personalize various processes for writing and producing texts

- reflect on their actions and their learning in order to make appropriate adjustments in developing their competence in English

- take risks and view errors as a normal part of their language learning

Students achieve this learning by:

- using the English language at all times during ESL class

- using models and creating original texts

- using popular, literary and information-based texts that are appropriate to their interest, age and level of language development

- having access to a variety of English resources such as audio, video, electronic and printed texts

SECONDARY ENGLISH LANGUAGE ARTS (SELA)

The goal of the Secondary English Language Arts (SELA) program in Cycle One is to develop the essential literacy skills that will equip students to continue their secondary education, while paying particular attention to those competencies, knowledge and abilities that are fundamental to postsecondary education, the world of work and participation in a multicultural and rapidly changing democratic society.

In Secondary English Language Arts class, students develop the following competencies:

• Uses languages/talk to communicate and to learn
• Represents her/his literacy in different media
• Reads and listens to written, spoken and media texts
• Writes a variety of genres for personal and social purposes

In developing these competencies, students learn to:

• develop fluency in and control over written language

• interpret oral, written, visual and media texts

• locate, select and organize information

• express their ideas and write creatively

• shape written, spoken and media texts for different audiences

• work as part of a team

• develop their curiosity, imagination and interests

• monitor their progress and set future learning objectives

Students achieve this learning by:

• reading for pleasure and to learn

• building a repertoire of reading, comprehension and critical reasoning skills

• working with information in written, spoken and media texts

• writing daily for different purposes

• studying the structures and features

  of language and texts

• developing language competencies, as well as interpersonal and social skills

• reading and producing various written, visual and media texts on topics of interest to them

• maintaining a collection of their work over time and assessing their progress in student/teacher conferences

FRENCH AS A SECOND LANGUAGE

There are two French as a Second Language programs in the English sector of Secondary Cycle One: the core and the enriched programs. The core program is a continuation of the elementary-level core program. The enriched program is designed for students who were enrolled in French immersion at the elementary level or have had other enriching experiences in French.

In French as a Second Language class, students develop the following competencies:

• Interacts in French
• Produces various texts in French
• Reads various texts in French (core program) or
Reads popular and literary texts in French (enriched program)

In developing these competencies, students learn to:

• integrate elements of oral and written language into situations involving communication

• integrate, into everyday interactions as well as into text production or comprehension, concepts related to grammar as it applies to texts as a whole and to individual sentences, linguistic strategies or cultural reference points

• become aware of various elements of the French language and build their vocabulary

• go beyond the traditional school boundaries and function in French in the outside world where they can apply and continue to develop their language competencies

Students achieve this learning by:

• encountering meaningful and complex situations involving authentic communication that allow them to meet their personal and social needs through the use of the French language

• using an integrated process of text comprehension and production, doing a reflective review and cooperating with their peers

• integrating and using different media to develop the competencies set out in the program

Overview

of the Québec Education Program

Mathematics,
Science and Technology

- Mathematics
- Science and Technology

MATHEMATICS

In this program, mathematics is regarded as a language and a science that helps us understand reality. The program encourages students to develop their sense of discovery and mathematical thinking skills by learning to interpret quantities through the use of arithmetic and algebra, space and shapes through the use of geometry, and random phenomena through the use of statistics and probability theory.

In mathematics class, students develop the following competencies:

- Solves a situational problem
- Uses mathematical reasoning
- Communicates by using mathematical language

In developing these competencies, students learn to:

- recognize the many different applications of mathematics in their everyday life

- make use of their mathematical competencies and knowledge in order to interpret, analyze or explain various issues relating to their own lives and concerns

- structure their thinking by attempting to understand an organized body of mathematical knowledge, analyzing information, making connections, providing justifications and developing arguments

- interpret and produce messages by combining everyday language with the specific elements of mathematical language, which include the different types of linguistic, symbolic and graphic representations

- make connections between mathematical language and everyday language, and follow rules and conventions

- build up their knowledge and make connections between the different concepts and processes learned in mathematics and in the other subjects

Students achieve this learning by:

- engaging in learning situations that require answers to questions such as "Why?", "Is this always true?", "What happens when . . .?", or that involve complete, superfluous, implicit or missing information that may lead to one or more outcomes or nowhere at all

- engaging in reflection, manipulation, exploration, construction and simulation activities

- engaging in hands-on activities and observation

- using different material resources: geometric blocks, objects, graph paper, a calculator, software

- using technology to explore complex situations, construct figures or manipulate large amounts of data

SCIENCE AND TECHNOLOGY

This program takes a dynamic approach to the study of science and technology. To that end, it focuses on current issues to stimulate students' curiosity and develop their interest in the scientific and technological phenomena that are often at the heart of these issues.

In science and technology class, students develop the following competencies:

- Seeks answers or solutions to scientific or technological problems
- Makes the most of his/her knowledge of science and technology
- Communicates in the languages used in science and technology

In developing these competencies, students learn to:

- develop relevant scientific knowledge that is within everyone's reach

- apply scientific and technological concepts in their everyday life

- discover that science and technology as well as the different branches of science (biology, chemistry, physics, Earth science and space science) complement one another

- develop the knowledge and reasoning ability needed to exercise their citizenship responsibilities

- develop their ability to think critically about issues relating to science and technology

- assess the impact of science and technology on the economy, the environment and human health and well-being

- develop their curiosity, their ability to ask questions and their sense of initiative

Students achieve this learning by:

- engaging in learning situations that embrace different possible solutions, but that also involve closely following the rules and conventions of scientific and technological activity

- conducting laboratory experiments

- doing fieldwork

- designing and building technological objects

- consulting with specialists from research centres, technology firms, medical facilities, and local industries and businesses

- using the resources of language to produce research reports and present projects

Social Sciences

- Geography
- History and Citizenship Education

SOCIAL SCIENCES

The social sciences subject area is made up of the Geography and the History and Citizenship Education programs. The History and Citizenship Education program presents a vision of social reality according to which major change is the result of human action over time, which leaves an imprint that is still perceptible in our society. The Geography program defines a territory as a social space that human beings have occupied, modified and adapted to.

In the social sciences subject area, students develop the following competencies:

Geography
• Understands the organization of a territory
• Interprets a territorial issue
• Constructs his/her consciousness of global citizenship

History and Citizenship Education
• Examines social phenomena from a historical perspective
• Interprets social phenomena using the historical method
• Constructs his/her consciousness of citizenship through the study of history

In developing these competencies, students learn to:

• locate and understand territories that are flash points of contemporary issues such as waste management, environmental protection or sustainable development

• recognize the impact of the past on the present, as reflected in values, principles and social or institutional relationships

• develop a way of thinking and a conceptual framework, that is, a method (a way of examining, deconstructing and answering questions) that is specific to the subjects in the subject area, while at the same time acquiring reference points and tools that can also be used to understand the present (unions, power, multinationals, planning and development, etc.)

• recognize that human beings have the power to take action and generate change by becoming involved in managing the many challenges of the present day

Students achieve this learning by:

• studying social relationships and trying to understand the territories, on the basis of what they already know and by exploring new avenues

• raising questions and establishing various hypotheses

• seeing facts and contexts in perspective

• applying methodological tools to concrete historical and geographic phenomena

Arts Education

- Drama
- Visual Arts
- Dance
- Music

ARTS EDUCATION

Arts Education comprises four subjects: drama, visual arts, dance and music. These programs are all designed to encourage students to broaden their cultural horizons and make significant contributions to the artistic life of their schools. At the same time, each program offers learning content that respects the language, rules, principles and tools specific to the subject, as well as a repertoire of works and cultural references that take into account its history and particular characteristics.

According to the specific nature of each subject, in arts education classes, students develop the following competencies:

Drama – Dance – Music
- creates artistic works
- performs artistic works
- appreciates artistic works

Visual Arts
- creates personal images
- creates media images
- appreciates works of art and cultural objects from the world's artistic heritage, personal images and media images

In developing these competencies, students learn to:

- communicate and give concrete expression, by means of symbolic language, to ideas, mental images, impressions, sensations and emotions in various artistic productions or performances

- develop their thinking and expressiveness by animating characters in a story, by giving material form to ideas, or by creating dance movements or sounds

- refer to criteria to form a critical or aesthetic judgment on their own productions, those of other students and those of men and women of different origins and periods

- express their critical or aesthetic judgments, orally or in writing

- show respect for artistic works, their own productions and those of others

- consolidate their identity through appreciation of artistic works from their own culture

- develop and enrich their general cultural knowledge by appreciating artistic works from different periods or civilizations

Students achieve this learning by:

- engaging in meaningful learning situations offering working guidelines that can serve as a catalyst, thread or framework for their creative dynamic

- contributing to the cultural life of their school through their art

- solving age-appropriate artistic problems adapted to their motor, language and cognitive development

- working cooperatively and participating in collective creations

- valuing their creative procedure and putting it into perspective

- visiting cultural venues

- having contact with artists from their own environment and elsewhere

Personal Development

- Physical Education and Health
- Moral Education
- Catholic Religious and Moral Instruction
- Protestant Moral and Religious Education

PHYSICAL EDUCATION AND HEALTH

The Physical Education and Health program proposes ways of ensuring that physical activity plays a greater role in students' daily lives. It is designed to make them aware of the harmful effects of a sedentary lifestyle on their motor development, social life and physical and mental well-being.

In physical education and health class, students develop the following competencies:

- Performs movement skills in different physical activity settings
- Interacts with others in different physical activity settings
- Adopts a healthy, active lifestyle

In developing these competencies, students learn to:

- develop varied motor skills and different ways of thinking and acting
- acquire knowledge about physical education and health
- adopt behaviours consistent with safety rules and a code of ethics
- develop positive attitudes in their relationships with others during physical activities
- develop their critical judgment with regard to their lifestyle habits so as to properly manage their health
- engage in physical activity on a regular basis
- develop their ability to evaluate the impact of their actions on their health, and make appropriate choices
- incorporate values such as responsibility, cooperation, mutual assistance, perseverance and solidarity, while adopting safe and ethical behaviour

Students achieve this learning by:

- engaging in a broad range of cooperative, individual, group and expressive activities, as well as outdoor and physical conditioning activities
- using diversified evaluation procedures: direct observation, self-evaluation, video recording, peer evaluation, etc.
- using tools that make it possible to monitor their progress: logbooks, progress sheets, student guides, etc.
- visiting natural parks with services and accessible outdoor or indoor spaces

MORAL EDUCATION

The Moral Education program enables students to give meaning to their moral references and to progressively develop moral maturity that is likely to influence their actions. Students thereby strive to become citizens who contribute to the improvement of community life while showing concern for others, and become initiated into the principles of democracy.

In moral education class, students develop the following competencies:

• Constructs a moral frame of reference
• Takes a reflective position on ethical issues
• Engages in moral dialogue

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In developing these competencies, students learn to:

- coexist with others in the classroom, comparing different values, ideas and beliefs, and recognize the requirements associated with developing healthy interpersonal relationships

- decide where they stand in relation to moral or ethical issues that negatively affect community life and propose realistic action likely to improve certain situations

- deliberate and discuss as part of a constructive dialogue aimed at finding answers to moral or ethical questions and provide themselves with a moral frame of reference, with a view to transforming themselves as individuals

- think before acting, consider the consequences of their actions on themselves and others and provide themselves with moral references that guide their actions

Students achieve this learning by:

- individually and collectively questioning realities close to their own experiences in order to identify moral or ethical issues

- solving moral problems ranging from simple dilemmas of everyday life to more complex social or global issues

- reflecting on:

  - the causes and effects of a problem

  - possible options and the consequences for themselves and others

  - ways of acting to improve a situation by taking account of the characteristics of the people concerned

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

Centred on the search for meaning, the Catholic Religious and Moral Instruction program makes extensive use of a self-monitoring procedure on the philosophical, spiritual and religious, and moral or cultural levels. It contributes directly to the construction of young people's identities and world-view, and to their empowerment. While respecting students' freedom of conscience, this program encourages young people to ask questions and helps them formulate their answers from a Christian vision of the individual, the world and life.

In Catholic religious and moral instruction class, students develop the following competencies:

- Appreciates the contribution of the living Catholic tradition to his/her quest for meaning
- Takes a reflective position on ethical issues

In developing these competencies, students learn to:

- reflect on some of the great questions of humanity: life, death, relationships with others, relationship to the environment, self-actualization, change and its impact on human life, etc.
- recognize the characteristic features of the Catholic tradition, which is a major aspect of world culture and a major shaping force of Québec's identity
- build the frame of reference upon which they will base their choices and actions
- recognize the Christian vision of the individual, the world and life as it is reinterpreted and reapplied through the ages within the Catholic tradition and become familiar with other great religious traditions, including those of the First Nations
- gradually develop ethical competency and to become more responsible so as to promote better ways of living in the community

Students achieve this learning by:

- being initiated into forms of interiorization and opening their minds to the transcendence and existence of God, who lies at the heart of the Christian faith
- comparing opinions, asking questions and using discernment
- taking part in debates on moral or ethical issues
- exploring elements of Québec's religious heritage: literary and artistic works, buildings and monuments, liturgical objects, toponymy, idiomatic expressions
- interpreting stories from the religious tradition through reference to current events or personal experience

PROTESTANT MORAL AND RELIGIOUS EDUCATION

The distinguishing features of the Protestant Moral and Religious Education program include its openness to the world, its view on religious and moral issues, its emphasis on the development of critical judgment, and the importance given to the conscience and freedom of individuals

In Protestant moral and religious education class, students develop the following competencies:

• Appreciates the influence of the Bible on the individual and on culture
from a Protestant perspective
• Acts respectfully in relation to religious diversity
• Takes a reflective position on situations involving an ethical issue

In developing these competencies, students learn to:

• gain a deeper understanding of religious phenomena by learning about the great religious traditions, as well as Native spirituality

• construct their world-view by making connections between their own world and various religious and cultural frames of reference

• make connections between the Bible and culture, and discover traces of the Bible's influence in the lives of individuals

• develop their individual conscience and critical judgment by dealing with religious and ethical questions from the perspective of diversity and pluralism, which helps them to make informed decisions and adopt appropriate behaviours

Students achieve this learning by:

• consulting and meeting with resource people: witnesses, pastors, researchers, religious figures, students from various religions

• visiting sacred places and museums

• reading Biblical texts, viewing audio-visual material, carrying out research, doing case analyses, studying different rituals

• becoming involved in a community activity

• preparing arguments for a debate

• studying a current event