



End-of-Cycle Outcomes / Attentes de fin de cycle

Language Arts

Mathematics

Science and Technology

Français, langue seconde Immersion

Français, langue seconde Programme de base

Cycle 1

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Language Arts

Cycle 1

COMPETENCY 1 • TO READ AND LISTEN TO LITERARY, POPULAR AND INFORMATION-BASED TEXTS

By the end of Cycle One, the student chooses to read, view and/or listen to a variety of children's texts, including her/his own writing that is considered as text, and develops a range of favourite literary, popular and information-based texts appropriate to her/his own age, interests and abilities. S/he begins to trust her/his own ability to construct meaning as a reader in a supportive, risk-taking environment that involves ongoing collaboration with peers and teacher. With guidance, the student develops and uses a repertoire of meaning-making strategies in a trial-and-error fashion, and s/he may ask for and receive help when required. While s/he develops her/his own view of a text in the light of her/his own experiences, the student also begins to acknowledge and support different interpretations of the same text in peer and teacher discussions. When prompted by the teacher, the student begins to identify some structures and features of familiar text types. Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information. In teacher conferences with a limited and specific focus, the student talks about her/himself as a reader and, with guidance, begins to describe her/his strengths and changes over time, and to set goals for future learning in an integrated ELA portfolio.

Language Arts

Cycle 1

COMPETENCY 2 • TO WRITE SELF-EXPRESSIVE, NARRATIVE AND INFORMATION-BASED TEXTS

By the end of Cycle One, the student writes daily and is a risk-taker who is able to choose her/his own topics and purposes for writing in order to produce personally meaningful texts for a familiar audience of peers, family and friends. It is the connection to what is personally meaningful to her/him that fuels the student's desire to write. S/he uses signs, symbols, illustrations and words to communicate, in combinations that are both deliberate and experimental. Her/his focus is on producing a range of text types, all of which serve an expressive function and are deeply personal, in that they are related to her/his experiences, ideas, feelings, family and friends. S/he is aware of a limited range of developmentally appropriate spelling strategies, such as patterns and generalizations, and uses these in a trial-and-error fashion. The student is able to use invented spelling that demonstrates her/his growing awareness of written language. S/he understands that talk is essential to her/his writing process. S/he talks about the books she hears, reads and views and begins to use, in her/his writing, ideas and structures from these experiences with familiar and favourite texts. Much of her/his writing is exploratory and goes no further than an initial draft. S/he may develop some writing for personally significant purposes and a familiar audience by deciding on a few revisions to her/his initial draft of writing before arriving at a text that satisfies her/him, but this process is not yet consolidated. Ongoing assessment and evaluation of the student's development is based on a collection of her/his writing over time rather than on one or two pieces of information. The context or situation in which assessment and evaluation take place also includes the following: a familiar, known and specific purpose for writing, access to rich varieties of print; and opportunities to follow a writing process and to talk about her/his writing. With guidance, s/he chooses and talks about personally significant pieces of writing from her/his integrated ELA portfolio with the teacher.

Language Arts

Cycle 1

COMPETENCY 3 • TO REPRESENT HER/HIS LITERACY IN DIFFERENT MEDIA

By the end of Cycle One, the student is beginning to develop a repertoire of familiar and age appropriate media text types that s/he reads (i.e. views or listens to) and produces. With his/her teacher acting as a support and guide to build on and extend the student's previous experience with the media, s/he has had repeated opportunities to follow a process when responding (orally) to the media and when producing media texts. The student's developing knowledge about how media texts work is demonstrated when s/he collaboratively produces texts with peers, in a supportive, risk-taking environment. These texts are personally significant and self-selected and made for an audience of friends, family and trusted adults. Her/his productions involve the use of images, signs, symbols, logos and/or words to convey meaning. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher, the student presents her/his media productions, as part of her/his integrated ELA portfolio and, when invited, draws associations between the texts s/he has co-produced and her/his world of friends, family and trusted adults.

Language Arts

Cycle 1

COMPETENCY 4 • TO USE LANGUAGE TO COMMUNICATE AND LEARN

By the end of Cycle One, the student uses language in unstructured and informal situations as a means of exploring, expressing and developing thoughts, feelings and imagination. S/he has developed, through trial and error, a limited range of known and effective strategies for working collaboratively with others. As well, s/he experiments with different ways of communicating by using basic structures and features of language to express ideas, to interpret verbal and nonverbal cues, to participate in classroom drama activities, to solve problems and to understand new information. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of information. With guidance, the student talks about her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.

Mathematics

Cycle 1

COMPETENCY 1 • TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

By the end of this cycle, the students solve a situational problem based on complete information. They determine the task to be performed and find the relevant information by using different types of representations such as objects, drawings, tables, graphs, symbols or words. They work out a solution involving one or two steps and occasionally check the result. Using basic mathematical language, they explain their solution (procedure and final answer) orally or in writing.

COMPETENCY 2 • TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

By the end of this cycle, the students devise and apply their own processes to do mental and written computations that involve adding and subtracting natural numbers. They construct plane figures and solids and measure lengths and time using appropriate instruments and technology.

COMPETENCY 3 • TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE

By the end of this cycle, the students interpret or produce a message (oral or written) such as a statement, process, or solution by using simple mathematical language and at least one of the following types of representations: objects, drawings, tables, graphs, symbols or words.

Science and Technology

Cycle 1

COMPETENCY • TO EXPLORE THE WORLD OF SCIENCE AND TECHNOLOGY

Students are able to formulate questions and propose explanations concerning various phenomena related to their immediate environment. They conduct simple experiments to answer a question or solve a problem. They can distinguish between the natural world and man-made objects. They understand the workings of simple objects that are relatively easy to handle. They spontaneously use elements of scientific and technological languages to formulate questions, propose explanations, explain ways of doing things, describe objects and explain how they work.

Français, Langue seconde Immersion

PREMIER CYCLE

COMPÉTENCE 1 • INTERAGIR EN FRANÇAIS EN DÉCOUVRANT LE MONDE FRANCOPHONE PAR LES TEXTES ET LES DISCIPLINES.

PREMIER CYCLE

À la fin du premier cycle, l'élève comprend des textes fortement contextualisés constitués de phrases simples et de quelques phrases complexes et comportant un vocabulaire connu. Il peut repérer les éléments explicites d'un texte lui permettant de s'acquitter d'une tâche. Il sait reconnaître, dans des textes issus de différentes disciplines ou traitant de sujets liés à la vie courante, des éléments d'information exprimés explicitement. Il réinvestit en intégrant à sa communication des éléments propres aux disciplines. Il communique en français avec différents interlocuteurs dans des situations familières lui permettant de satisfaire des besoins personnels ou scolaires. Il adapte ses interventions à la situation de communication. Il a recours à des activités de régulation pour évaluer sa communication et sa démarche..

COMPÉTENCE 2 • PRODUIRE DES TEXTES VARIÉS.

PREMIER CYCLE

À la fin du premier cycle, l'élève produit des textes traitant de sujets liés à la vie courante et émanant de situations familières. Pour ce faire, il s'inspire le plus souvent de modèles déjà présentés. Il se soucie de l'intention de communication.

Français, Langue seconde Programme de base

PREMIER CYCLE
COMPÉTENCE 1 • INTERAGIR EN FRANÇAIS EN SE FAMILIARISANT AVEC LE MONDE FRANCOPHONE.
<p>PREMIER CYCLE</p> <p>À la fin du premier cycle, l'élève répond aux questions par des gestes, des mimiques ou des mots isolés. Il commence à respecter les conventions de communication lors d'échanges oraux. Il participe déjà activement aux travaux collectifs.</p>

PREMIER CYCLE
COMPÉTENCE 2 • PRODUIRE DES TEXTES VARIÉS.
<p>PREMIER CYCLE</p> <p>À la fin du premier cycle, l'élève produit de courts textes d'une ou deux phrases, tant à l'oral qu'à l'écrit, en se souciant de l'intention de communication et du sujet du texte.</p>