



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 2

2001-2002

Extracted from

The Québec Education Program

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The Lester B. Pearson School Board

Language Arts

Cycle 2

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

By the end of Cycle Two, the student uses some familiar reading strategies more systematically when her/his process of meaning making is disrupted. Her/his repertoire of favourite literary, popular, and information-based children's books begins to expand, as a result of working in a print-rich environment with peers and teacher. S/he begins to identify the different strategies s/he uses to read different text types. As a member of a community of readers, s/he continues to take risks and to make personal connections to the texts s/he reads, hears, and views, and begins to respond to the interpretive processes of her/his peers. In peer/teacher discussions, s/he asks questions about the text as a way of seeking clarification and enrichment of her/his interpretations. The student begins to transfer some structures and features of familiar text types to her/his writing and uses reading as part of the process of acquiring information, solving problems and thinking creatively and critically. 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. With guidance, the student describes her/his profile as a reader and how s/he goes about reading. In collaboration with the teacher, the student selects representations of her/his reading from her/his own collection for her/his integrated ELA portfolio and, with guidance, gives reasons for her/his choices.

Language Arts

Cycle 2

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

By the end of Cycle Two, the student writes daily. S/he produces self-expressive, narrative and information-based texts that reflect her/his interests, personal choices and purposes, for a familiar audience of peers, family and trusted adults. S/he is beginning to value writing as a means of expression and as a means of discovery. Talk plays a central role in her/his writing strategies and s/he is learning to rely upon the classroom community of writers in order seek and receive immediate responses to her/his writing. It is as a result of these interactions with peers and teacher that s/he is beginning to think about the person(s) who will read her text(s). S/he continues to take risks in her/his writing as s/he experiments with ways to meet some of the needs of her reader. In a known, relevant context for writing, s/he experiments with an appropriate language register, given (familiar) audience and purpose. S/he uses basic syntactic structures to convey meaning in simple, familiar texts. S/he draws on her/his knowledge of familiar structures and features of texts based on knowledge of reading, viewing and listening to a rich variety of texts to suit her/his own purposes. With the support of the teacher, s/he begins to question familiar and favourite texts to make tentative discoveries of how the author crafts her/his writing. During the writing process, s/he shares her/his writing with peers and the teacher and, with teacher guidance, is able to select some texts to develop further for specific purposes and a familiar audience. The student requires the teacher's support to develop this text to a stage where s/he is satisfied with it, in the form of key questions, observations and connections to other texts s/he knows. S/he has learned and uses a growing number of developmentally appropriate spelling strategies. Ongoing assessment and evaluation of the student's development is based on a collection of her/his work in writing over time rather than on one or two pieces of information. As was the case in Cycle One, the context or situation in which assessment and evaluation take place also includes a familiar, known and specific purpose for writing; access to rich varieties of print; opportunities to follow a writing process and to evaluate, through talk, the success of the process for her/him. With guidance and support, the student is able to reflect on her/his writing in the context of her/his integrated ELA portfolio by comparing current writing and earlier work.

Language Arts

Cycle 2

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

By the end of Cycle Two, the student uses her/his growing repertoire of response strategies by making predictions, asking questions and returning to the text in order to clarify meaning, to unlock the meaning(s)/message(s) of familiar, age-appropriate media texts. With her/his 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 to the media during whole class and small group discussions and when producing media texts. S/he produces a range of media texts collaboratively with peers, in a supportive and risk-taking environment, for a familiar audience and a clear purpose, using mixed media. These texts reflect a tentative understanding of familiar structures and features of media texts. 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 to review her/his integrated ELA portfolio, that includes her/his (media) productions, the student begins to actively participate by talking about her/his own reading (i.e. listening or viewing) and production strategies.

Language Arts

Cycle 2

COMPETENCY 4 • TO USE LANGUAGE TO COMMUNICATE AND LEARN

By the end of Cycle Two, the student participates in many, varied social interactions in the classroom and uses language as a means of exploring, expressing and developing thoughts, feelings and ideas. S/he selects from a growing repertoire, appropriate and effective methods to produce, order, expand and judge spoken texts for a familiar audience. In familiar classroom situations, the student uses various roles when communicating effectively. In shared social contexts, the student investigates new ways of expressing ideas, solving problems, and constructing meaning for specific purposes. S/he acts responsibly when working with peers and demonstrates interest and sensitivity toward the points of view of others. 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 self-evaluates her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.

Mathematics

Cycle 2

COMPETENCY 1 • TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

By the end of this cycle, the students solve a situational problem that may involve more than one type of information. They are more careful in choosing the types of representations they will use to highlight the relevant information in the situational problem, and they may also use diagrams. They anticipate the result and work out a solution involving a few steps. They validate the solution (procedure and final answer) and explain it orally or in writing using elaborate mathematical language.

COMPETENCY 2 • TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

By the end of this cycle, the students continue developing and applying their own computational processes, but this time they use the four operations. They become familiar with conventional processes for written computations that involve adding and subtracting natural numbers and decimals. They can describe plane figures and solids. They begin to estimate, measure or calculate lengths, surface areas and time. They can produce frieze patterns and tessellations by means of reflections. They can do simulations related to activities involving chance and interpret and draw broken-line graphs. Without really being able to explain why, they can recognize situations in which it is appropriate to use 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) by using elaborate mathematical language and more than one type of representation, including diagrams.

Science and Technology

Cycle 2

COMPETENCY 1 • TO PROPOSE EXPLANATIONS FOR OR SOLUTIONS TO SCIENTIFIC OR TECHNOLOGICAL PROBLEMS

By the end of this cycle, the students explore problems that require relatively simple and concrete approaches and strategies. They gather information, plan their work and take notes relating to a number of parameters. They validate their approach by taking into account a number of scientific and technological elements. They still find it difficult to distinguish between the scientific and the technological aspects of a problem.

Cycle 2

COMPETENCY 2 • TO MAKE THE MOST OF SCIENTIFIC AND TECHNOLOGICAL TOOLS, OBJECTS AND PROCEDURES

By the end of this cycle, the students use relatively simple and concrete tools, techniques, instruments and procedures, exploiting their basic potential and briefly assessing the results they have obtained. They design rudimentary tools, instruments and techniques and are aware of the most obvious examples of how science and technology have shaped the living conditions of human beings.

Cycle 2

COMPETENCY 3 • TO COMMUNICATE IN THE LANGUAGES USED IN SCIENCE AND TECHNOLOGY

By the end of this cycle, the students correctly interpret and convey simple scientific and technological information involving some facets of the language of science and technology (everyday words whose scientific meaning is the same as their everyday meaning, everyday words whose scientific meaning is different from or more precise than their everyday meaning, some specialized terms and expressions as well as simple diagrams, tables and graphs).

Français, Langue seconde Immersion

DEUXIÈME CYCLE

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

À la fin du deuxième cycle, l'élève comprend des textes adaptés à son âge, traitant de sujets familiers et, à l'occasion, de sujets moins familiers. Ces textes comportent plus d'information, des phrases à structure plus complexe et un vocabulaire parfois inconnu. L'élève communique avec des interlocuteurs dans des situations spontanées ou planifiées. Il respecte les conventions de communication. Il a recours à des activités de régulation pour évaluer sa communication et sa démarche.

COMPÉTENCE 2 • PRODUIRE DES TEXTES VARIÉS.

À la fin du deuxième cycle, l'élève produit des textes pour répondre à des besoins scolaires et sociaux. Ces textes contiennent plus d'informations pertinentes au sujet et sont plus cohérents. Il prend conscience de l'importance de la relecture et de la révision pour assurer la compréhension et la qualité de ses productions.

Français, Langue seconde Programme de base

DEUXIÈME CYCLE

COMPÉTENCE 1 • INTERAGIR EN FRANÇAIS EN SE FAMILIARISANT AVEC LE MONDE FRANCOPHONE.

À la fin du deuxième cycle, l'élève exprime verbalement ou par écrit, sous forme de pictogrammes, de dessins, de mots ou de courtes phrases, ses sentiments ou ses préférences à l'égard d'un texte lu, vu ou entendu. Il respecte les tours de parole et se soucie des éléments prosodiques et des conventions de communication lorsqu'il interagit oralement en français.

DEUXIÈME CYCLE

COMPÉTENCE 2 • PRODUIRE DES TEXTES VARIÉS.

À la fin du deuxième cycle, ses textes, constitués de quelques phrases simples, sont suffisamment organisés pour en assurer la compréhension. Il révisé son texte avec l'aide de ses pairs, afin de vérifier la pertinence du choix de l'information en fonction de l'intention de communication.