



Lester B. Pearson  
School Board

Commission scolaire  
Lester-B.-Pearson

Québec Education Program  
Secondary School Education

# COURSE OUTLINE

Cycle One  
(Year 1 & Year 2)

**2005-2006**

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# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

632-100  
632-212 **ENGLISH LANGUAGE ARTS**

### **COMPETENCY 1:**

#### **Use language/talk to communicate and to learn**

##### **Key Features of the Competency:**

- Produces spoken texts for a familiar audience in specific contexts.
- Interacts with peers and teachers in specific learning contexts.
- Explores the social practices of the classroom and community in specific contexts.

#### **End-of-cycle outcomes**

- produces spoken texts for a familiar audience to communicate information, experiences and personal responses on topics
- shares a point of view on issues of personal or social significance
- applies various strategies to generate, clarify and expand ideas, and to identify the characteristics of the intended audience
- adopts a stance to the audience and text
- selects a structure that supports the function of the text
- selects codes, conventions and registers which communicate the intended meaning
- seeks and responds to peer and teacher feedback
- evaluates the spoken texts of others
- interacts through collaborative talk with peers and teacher in inquiry-based contexts
- selects from a repertoire of strategies those needed to support and extend communication and collaboration within the group
- engages in a process of collaborative inquiry as a way of learning and thinking
- develops the ability to adopt a stance<sup>(1)</sup> or assume another point of view on an issue
- participates as a member of the classroom community by assuming an active role in her/his learning and by self-evaluating
- organizes and maintains an integrated profile<sup>(2)</sup> of work done in all the competencies of the program
- develops a process of self-evaluation and reflection
- talks about the processes and strategies for learning
- explores the uses of language in a democratic society by examining how discourse is used in the classroom and in the community

#### **EVALUATION CRITERIA**

- Communicates information to a familiar audience
- Adapts strategies to purpose and audience
- Shares a point of view with peers
- Engages in a process of collaborative inquiry
- Explores tentative solutions to a shared problem
- Self-evaluates her/his development as a learner

(1) **Stance:** In transactional or reader response theory, a selective attitude that expresses the reader's intent or purpose and guides the reader's attention.

(2) **Integrated Profile:** The integrated profile is a concept based on the principle that the development of competency, knowledge and skills in SELA2 will only become evident over time. It is intended to be a "moving portrait" of the student's learning throughout the cycle. Some forms an integrated profile might take are, for example, speaking, reading, and production folders, a collection of integrated projects, a portfolio, a digital portfolio.

## **COMPETENCY 2:**

### **Represent his/her literacy in different media**

#### **Key Features of the Competency:**

- *Follows a production process to create media texts for specific purposes and audiences*
- *Deconstructs media texts to understand their meaning(s)/message(s) in specific contexts*
- *Explores the relationship between producer, text and audience in specific contexts*

#### **End-of-cycle outcomes**

- participates in a classroom community of readers and producers of the media
- collaborates with peers to produce media texts
- adapts the process and strategies s/he uses to her/his specified production context
- revises the text under production
- clarifies and confirms the needs of her/his audience
- demonstrates what s/he knows about how written and visual language and the uses of sound work together to create meaning
- interprets meaning(s)/message(s) of familiar media texts
- identifies some of the common codes and conventions used to construct familiar texts
- identifies the way images, signs, symbols, pictures, and printed text interrelate to communicate meaning(s) and message(s)
- identifies the characteristics of target audiences
- describes how the media create texts for a specific audience
- self-evaluates her/his growth as a reader and producer of media texts
- describes current media text preferences
- explains how the media texts are shaped
- reflects on the contribution s/he made to a team production

#### **EVALUATION CRITERIA**

- Collaborates with peers to produce a media text
- Adapts process and strategies to production context
- Interprets meaning(s)/message(s) of a media text
- Identifies the characteristics of a target audience
- Self-evaluates growth as reader and producer of media texts

### **COMPETENCY 3:**

#### **Read and listen to written, spoken and media texts**

##### **Key Features of the Competency:**

- *Integrates reading profile, stance and strategies to make sense of a text in a specific context.*
- *Talks about own response to a text within a community of readers.*
- *Interprets the relationship(s) between reader, text and context in light of own response(s).*

##### **End-of-cycle outcomes**

- participates in selecting young adult literature and other spoken, written and media texts that reflect her/his personal interests and preferences
- talks about her/his own reading interests
- uses reliable reading strategies
- shifts and combines reading stances to adjust to the context
- demonstrates her/his understanding that reading for information and reading for appreciation involves different reading stances
- talks about her/his responses with peers and teacher
- expresses her/his responses with clarity, openness and confidence
- is able to identify the attributes of primary and secondary sources in order to decide what is pertinent and to use an effective note-taking strategy
- collaborates with her/his peers throughout the process when working with information
- is able to identify the attributes of primary and secondary sources in order to decide what is pertinent and to use an effective note-taking strategy
- collaborates with her/his peers throughout the process when working with information
- applies strategies, skills and knowledge in the context of using an inquiry process
- presents her/his findings orally, in the context of a group project or activity, or of a teacher-student conference
- organizes and maintains a record of her/his development as a reader
- evaluates her/his reading development
- presents her/his integrated profile in student-teacher conferences that take place regularly throughout the cycle
- describes current text preferences
- discusses the reading strategies s/he uses and is developing to make sense of spoken, written and media texts

##### **EVALUATION CRITERIA**

- Selects texts to read based on personal interests and preferences
- Draws on reading strategies to make sense of texts
- Adjusts reading stance to purpose or task
- Talks about response(s) to initial reading(s) of a text
- Constructs interpretations of spoken, written and media texts for a familiar audience
- Self-evaluates growth as a reader of spoken, written and media texts

## **COMPETENCY 4:**

### **Write a variety of genres for personal and social purposes**

#### **Key Features of the Competency:**

- *Follows a process to produce written texts in specific contexts.*
- *Develops style as a writer within a classroom community of writers.*
- *Explores the relationship(s) between writer, text and context.*

#### **End-of-cycle outcomes**

- selects texts to write based on her/his own personal interests
- writes a variety of texts, including action-planning-based texts, reflective-interpretive-based texts and information-based texts, narrative-based texts
- uses narrative in a variety of contexts, including personal functions and social purposes
- explores a variety of roles as a writer
- adjusts her/his role(s) as a writer to suit the purpose, audience and context, shaping the text accordingly
- is able to initiate, plan and develop a self-selected integrated project
- locates, organizes and synthesizes relevant information to create an authentic context
- applies her/his knowledge of language and text grammars when she/he writes
- focuses on reporting information and ideas for a familiar audience
- selects and orders information in a way that adds to the meaning(s)/message(s) s/he wants to convey
- participates as a member of the classroom writing community
- shares her/his writing regularly with peers and teacher; giving and receiving feedback
- follows a writing process that includes adapting reliable strategies that s/he has learned over the two years
- monitors, with teacher support, her/his own work habits
- demonstrates her/his understanding of the writing process
- self-evaluates her/his growth as a writer regularly and in different contexts
- articulates her/his choices and why s/he feels they are effective in her/his writing
- shares her/his integrated profile and talks specifically about the ways her/his writing profile has been influenced by peers and teacher

#### **EVALUATION CRITERIA**

- Selects texts to write based on own interests and preferences
- Adjusts role as writer to purpose, audience, text and context
- Applies knowledge of language and familiar text grammar(s)
- Supports the classroom writing community in roles of writer and audience
- Adapts process and strategies to the writing context
- Self-evaluates growth as a writer

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

634-100 634-212	<b>FRANÇAIS LANGUE SECONDE</b> (Programme de base)
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### **COMPÉTENCE 1:**

#### **Interagir en français**

##### **Key Features of the Competency:**

- *S'adapter à la situation de communication orale ou écrite*
- *Participer à des interactions en français*
- *Exploiter ses connaissances sur la langue et la culture*

#### **End-of-cycle outcomes**

- collabore activement à la réalisation de diverses tâches et activités quotidiennes en français;
- respecte, lorsqu'il interagit à l'oral ou à l'écrit, son intention de communication et tient compte d'éléments de la situation et des caractéristiques de son interlocuteur;
- réagit adéquatement aux propos de son interlocuteur;
- exprime un message intelligible;
- utilise des phrases à structure simple et un vocabulaire concret déjà abordé en classe;
- est capable d'exprimer et de justifier ses besoins et son opinion;
- se soucie des éléments de la phrase orale afin de mieux transmettre son message;
- communique à l'écrit par de courts messages;
- transmet de brèves informations, questions ou consignes pour provoquer une réaction ou une action chez son interlocuteur;
- utilise des éléments tirés des textes abordés ou produits en classe pour alimenter ses interactions;
- relève les forces et les faiblesses de sa communication;
- a recours à des stratégies d'interaction, de compréhension, de production et de régulation pour amorcer, poursuivre et clore ses échanges;
- adopte, avec ses pairs, une attitude d'écoute active et fait preuve d'ouverture et d'expressivité;
- manifeste de l'intérêt pour les repères culturels dans ses échanges et ses activités en français.

#### **EVALUATION CRITERIA**

- Utilisation du français
- Clarté et pertinence du message
- Expression et justification des ses besoins et de son opinion
- Utilisation de stratégies et de ressources pertinentes pour la situation de communication
- Adoption d'attitudes favorables aux interactions

## **COMPÉTENCE 2:**

### **Lire des textes variés en français**

#### **Key Features of the Competency:**

- *Se donner une démarche de compréhension appropriée*
- *Diversifier ses expériences de lecture*

#### **End-of-cycle outcomes**

- lit des textes en français par besoin d'information, par plaisir ou afin de répondre à d'autres intentions de lecture;
- lit, observe, écoute et regarde une diversité de textes adaptés à son âge;
- adopte et personnalise une démarche de compréhension de texte;
- démontre de façon manifeste sa compréhension du sens des textes abordés en dégagant des informations essentielles telles que le sujet, les idées principales et secondaires, les personnages, les événements ou les lieux;
- observe ou fait des opérations syntaxiques dans les textes pour faciliter sa compréhension;
- reconnaît les éléments qui structurent ces textes comme les marqueurs de relation, les paragraphes ou la conclusion;
- identifie, lorsqu'il aborde un texte à caractère médiatique, quelques éléments qui sont propres au langage utilisé dans ce type de texte;
- distingue, avec l'aide de ses pairs, l'information journalistique des autres types d'information (publicité, fiction, divertissement);
- recherche et identifie dans les textes, avec du soutien, des éléments issus de la culture francophone d'ici et d'ailleurs;
- exprime ses préférences et soutient son point de vue;
- utilise différentes stratégies de compréhension, d'interaction ou de régulation, ainsi que d'autres ressources appropriées à la situation;
- réinvestit sa compréhension des textes écrits, oraux ou visuels, à caractère médiatique ou non, dans ses productions ou ses interactions.

#### **EVALUATION CRITERIA**

- Exploration de textes variés
- Gestion de la démarche de compréhension
- Démonstration de sa compréhension du texte lu, vu ou entendu
- Repérage d'éléments structurants dans les textes oraux, écrits, visuels ou médiatiques
- Identification d'éléments culturels
- Recours à des stratégies et à des ressources adaptées à la situation de compréhension

### **COMPÉTENCE 3:**

#### **Produire des textes variés en français**

##### **Key Features of the Competency:**

- *Adopter une démarche de production*
- *Diversifier ses expériences de production*

##### **End-of-cycle outcomes**

- produit des textes oraux, écrits, visuels ou mixtes, à caractère médiatique ou non;
- peut s'inspirer, pour ce faire, de problématiques issues des domaines généraux de formation;
- adopte et personnalise une démarche de production;
- respecte l'intention de communication et tient compte de son ou de ses destinataires;
- formule un message clair qui comporte un nombre suffisant d'éléments d'information pour exprimer ses idées;
- se soucie de la pertinence et de l'enchaînement des idées;
- se sert également de marques d'organisation graphique et textuelle pour mieux structurer son texte;
- emploie des phrases à structure simple ainsi qu'un vocabulaire approprié à la situation de communication;
- respecte les éléments de la grammaire du texte et de la phrase qui sont pertinents pour ce type de situation;
- a recours à des mots, des expressions, des connaissances et des éléments culturels rencontrés dans d'autres textes;
- utilise différentes stratégies et ressources pour exprimer ses idées, réviser son texte et le publier;
- a recours, lorsqu'il publie un texte à caractère médiatique, à des éléments propres au langage correspondant à ce type de production, en fonction de son intention de communication.

##### **EVALUATION CRITERIA**

- Respect de l'intention de communication
- Gestion de la démarche de production
- Clarté du message
- Cohérence du texte
- Respect des conventions linguistiques
- Utilisation de stratégies et de ressources appropriées à la situation de communication

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

635-100  
635-212

### FRANÇAIS LANGUE SECONDE (Programme enrichi)

#### **COMPÉTENCE 1:**

#### **Interagir en français**

##### **Key Features of the Competency:**

- *S'adapter à la situation de communication orale ou écrite*
- *Participer à des interactions en français*
- *Exploiter ses connaissances sur la langue et la culture*

#### **End-of-cycle outcomes**

- collabore activement à des tâches, à des projets et à des interactions en français dans des situations variées et complexes de la vie courante;
- utilise spontanément et systématiquement le français dans ses communications;
- contribue à la vie de la classe en partageant ses réflexions, ses découvertes et ses interrogations;
- adapte sa communication à la situation en respectant l'intention de communication et en tenant compte des éléments de cette situation;
- se soucie de la pertinence, de la suffisance et de l'enchaînement des idées qu'il exprime;
- emploie des phrases à structure simple ou complexe;
- sait réutiliser des expressions idiomatiques en contexte ainsi qu'un vocabulaire varié et précis;
- respecte les éléments de la phrase orale;
- sollicite la participation de ses pairs et accueille leurs idées en adoptant des attitudes de découverte, d'ouverture et de partage;
- justifie son opinion et la modifie au besoin;
- réutilise des idées, des notions ou des éléments culturels issus des textes abordés;
- communique à l'écrit de façon spontanée par une note personnelle, un courriel, une note destinée à l'enseignant, etc. ;
- explore le potentiel des ressources mises à sa disposition;
- a recours à des ressources humaines, matérielles ou technologiques adaptées à la situation de communication;
- utilise de façon autonome des stratégies d'interaction, de compréhension, de production et de régulation.

#### **EVALUATION CRITERIA**

- Utilisation spontanée du français
- Respect de l'intention de communication
- Clarté et cohérence du message
- Respect des éléments de la grammaire du texte et de la phrase appropriés à la situation de communication
- Utilisation de stratégies et de ressources pertinentes pour la situation de communication
- Adoption d'attitudes favorables aux interactions

## **COMPÉTENCE 2:**

### **Lire des textes courants et littéraires en français**

#### **Key Features of the Competency:**

- *Se donner une démarche de compréhension appropriée*
- *Diversifier ses expériences de lecture*
- *Se situer par rapport au texte*

#### **End-of-cycle outcomes**

- lit, par plaisir ou par besoin d'information, des textes courants et littéraires adaptés à son âge;
- exploite des textes écrits, visuels, oraux, mixtes, à caractère médiatique ou non, dans le but de répondre à diverses intentions de lecture;
- adopte et personnalise une démarche de compréhension;
- effectue des opérations syntaxiques sur la phrase ou sur le texte afin de faciliter sa compréhension;
- démontre qu'il a compris le sens d'un texte abordé en y repérant les idées principales et secondaires et en dégagant sa structure;
- établit des liens entre les personnages, les lieux, les événements ou les époques qui y sont présentés;
- justifie son interprétation en tissant des liens entre ces éléments et ses propres expériences ou connaissances;
- s'interroge, avec de l'aide, sur la position adoptée par l'auteur;
- observe et note des faits de langue et des éléments culturels;
- analyse l'intention de communication, lorsqu'il aborde un texte médiatique, et distingue l'information journalistique des autres types d'information (publicité, fiction, divertissement, etc.);
- reconnaît aussi des éléments propres à ce type de texte;
- sélectionne différentes stratégies et ressources pour favoriser sa compréhension;
- fait appel à des connaissances acquises en français, langue seconde, ou dans d'autres disciplines ou domaines.

#### **EVALUATION CRITERIA**

- Exploration de textes variés
- Gestion de la démarche de compréhension
- Démonstration de sa compréhension du texte lu, vu ou entendu
- Appréciation critique du texte
- Pertinence des observations liées aux éléments culturels et médiatiques
- Utilisation de stratégies et de ressources adaptées à la situation

### **COMPÉTENCE 3:**

#### **Produire des textes variés en français**

##### **Key Features of the Competency:**

- *Adopter une démarche de production*
- *Diversifier ses expériences de production*
- *Se situer en tant que communicateur et scripteur*

##### **End-of-cycle outcomes**

- produit des textes oraux, écrits, visuels ou mixtes, à caractère médiatique ou non;
- peut s'inspirer, pour ce faire, de problématiques issues des domaines généraux de formation;
- se donne une intention et la respecte;
- adopte et personnalise une démarche de production selon ses besoins;
- tient compte de son ou ses destinataires et s'interroge sur l'influence de ses productions sur les autres;
- formule un texte intelligible;
- s'assure de la pertinence, de la suffisance et de l'enchaînement de ses idées;
- se soucie de la relation temporelle entre les éléments du texte, de la progression de l'information et du respect des règles concernant la reprise et l'absence de contradiction des informations;
- emploie des phrases à structure simple ou complexe et un vocabulaire précis et varié;
- respecte les éléments de la grammaire du texte et de la phrase
- structure son texte à l'aide de paragraphes et de marqueurs de relation appropriés et évite les fautes courantes de genre, nombre, d'homophonie et d'accord de verbes;
- intègre dans ses productions des connaissances (idées, notions grammaticales, etc.) acquises dans d'autres situations d'apprentissage;
- sélectionne différentes stratégies et ressources appropriées à la situation de production pour s'assurer de la qualité de son texte;
- a recours, lorsqu'il publie un texte à caractère médiatique, à des éléments propres au langage correspondant à ce type de texte, en fonction de son intention de communication.

##### **EVALUATION CRITERIA**

- Respect de l'intention de communication
- Gestion de la démarche de production
- Cohérence, clarté et pertinence du texte
- Respect des conventions linguistiques
- Utilisation de stratégies et de ressources appropriées à la situation de communication

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

563-100  
563-212

## MATHEMATICS

### **COMPETENCY 1:**

#### **Solve a situational problem**

##### **Key Features of the Competency:**

- Decodes the elements that can be processed mathematically
- Represents the situational problem by using a mathematical model
- Works out a mathematical solution
- Validates the solution
- Shares information related to the solution

#### **End-of-cycle outcomes**

##### ***in arithmetic:***

- chooses operations and applies the processes involved in performing them, taking into account the properties of these
- operations and the order in which they should be performed
- interprets the different types of numbers used, in light of the context

##### ***in algebra:***

- generalizes a situation using an algebraic expression
- determines and interprets the unknown, in light of the context, when an algebraic expression is an equation

##### ***in probability theory:***

- carries out activities involving enumeration and calculates probabilities
- interprets the activities and makes decisions, where applicable

##### ***in statistics:***

- devises a questionnaire, if necessary, as well as organizes, presents and analyzes survey data

##### ***in geometry:***

- constructs figures
- identifies properties as well as the relationships between the properties of figures and uses definitions
- reasons with regard to formulas, in calculating lengths and areas, by manipulating numerical or algebraic expressions and interprets their results

### **EVALUATION CRITERIA**

- Oral or written explanation showing that the student understands the situational problem
- Mobilization of mathematical knowledge appropriate to the situational problem
- Development of a solution (i.e. a procedure and a final answer) appropriate to the situational problem

## **COMPETENCY 2:**

### **Use mathematical reasoning**

#### **Key Features of the Competency:**

- *Forms and applies networks of mathematical concepts and processes*
- *Establishes conjectures*
- *Constructs proofs*

### **End-of-cycle outcomes**

#### ***in arithmetic:***

- calls upon number and operation sense and uses the equivalence between number representations or numerical expressions
- performs operations with numbers and applies the concepts of ratio, rate and proportion as well as multiplicative strategies, for example, in making conjectures related to proportional situations

#### ***in algebra:***

- interprets, constructs and manipulates algebraic expressions

#### ***in probability theory:***

- uses the concepts of enumeration and event to calculate probabilities

#### ***in statistics:***

- processes data (i.e. organizes, displays and analyzes one or more aspects of a survey)

#### ***in geometry:***

- makes simple deductions based on definitions and properties in order to determine the value of unknown measurements, for example

### **EVALUATION CRITERIA**

- Formulation of a conjecture appropriate to the situation
- Correct use of the concepts and processes appropriate to the situation
- Proper application of mathematical reasoning suited to the situation
- Proper organization of the steps in an appropriate procedure
- Correct justification of the steps in an appropriate procedure

### **COMPETENCY 3:**

#### **Communicate by using mathematical language**

##### **Key Features of the Competency:**

- *Analyzes a mathematical communication situation*
- *Interprets or conveys mathematical messages*
- *Produces a mathematical message*

##### **End-of-cycle outcomes**

###### ***in arithmetic and algebra:***

- uses symbolic expressions that result from modelling or generalizing the relationships between numbers

###### ***in statistics and probability theory:***

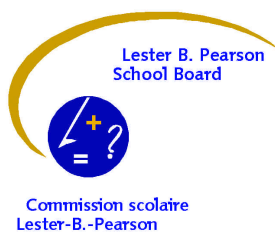
- explains the counting procedures that he/she used
- organizes, represents and interprets data

###### ***in geometry:***

- describes and interprets geometric figures
- produces and interprets formulas to find unknown measurements

##### **EVALUATION CRITERIA**

- Correct interpretation of a message involving at least one type of mathematical representation suited to the situation
- Production of a message suited to the context, using appropriate mathematical terminology and following mathematical rules and conventions



# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

555-100 555-208	<b>SCIENCE AND TECHNOLOGY</b>
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The content is divided into four major areas that are interrelated and they should not be examined sequentially or separately but rather in an integrated learning approach. The four major areas include:

Major Area	General Concepts
The Material World	<ul style="list-style-type: none"> <li>• Properties (Mass, Volume, Temperature, etc.)</li> <li>• Changes (Physical &amp; Chemical)</li> <li>• Organization (Model of the atom)</li> </ul>
The Living World	<ul style="list-style-type: none"> <li>• Diversity of life forms (Ecology)</li> <li>• Survival of species (Plant &amp; Animal Reproduction)</li> <li>• Life-sustaining processes (Characteristics of living things)</li> </ul>
The Earth and Space	<ul style="list-style-type: none"> <li>• General characteristics of the Earth</li> <li>• Geological and geophysical phenomena</li> <li>• Astronomical phenomena</li> </ul>
The Technological World	<ul style="list-style-type: none"> <li>• Engineering (Design Process)</li> <li>• Technological Systems (Functions &amp; Components)</li> <li>• Forces and motion</li> </ul>

## **COMPETENCY 1:**

### **To seek answers/solutions to scientific or technological problems**

#### **Key Features of the Competency:**

- *Defines the problem*
- *Chooses an investigation or design scenario*
- *Carries out the procedure*
- *Analyzes his/her results or solution*

#### **End-of-cycle outcomes**

##### ***with regard to the scientific inquiry process:***

- formulates relevant questions
- offers tentative explanations
- tests hypotheses
- makes plausible predictions
- justifies his/her hypotheses or predictions
- develops procedures and, when appropriate, controls at least one variable that can influence the results
- chooses the tools, equipment and materials needed from among the resources at his/her disposal
- uses information and communications technologies
- implements his/her procedure
- works safely and makes adjustments whenever necessary
- gathers valid data by correctly using the tools or instruments chosen
- analyzes the data gathered
- uses the data to formulate relevant conclusions or explanations
- proposes new hypotheses
- suggests ways of modifying his/her procedure

##### ***with regard to the technological design process:***

- defines a need or becomes familiar with the specifications
- examines the need and, in light of this analysis, identifies a problem to be solved
- takes into account the constraints involved in making and using the technical object
- studies its operating principles, draws diagrams illustrating them and identifies the scientific and technological concepts involved
- considers a number of solutions and chooses the one that seems the most appropriate
- studies how the technical object will be made, which makes it possible to specify the shape and size of the parts, the required materials as well as the appropriate assembly techniques in accordance with the constraints
- builds a prototype that is consistent with his/her solution and works safely in the process
- adjusts his/her procedure
- checks if the prototype works and if the solution meets the identified need or conforms to the specifications

#### **EVALUATION CRITERIA**

- Appropriate representation of the situation
- Development of a suitable procedure for the situation
- Appropriate implementation of the procedure
- Development of relevant conclusions, explanations or solutions

## **COMPETENCY 2:**

**To make the most of his/her knowledge of the Material, Living, Technological worlds and of Earth and Space**

### **Key Features of the Competency:**

- *Identifies the effects of science and technology*
- *Understands how technical objects work*
- *Understands natural phenomena*

### **End-of-cycle outcomes**

#### ***when analyzing a situation using science:***

- defines the phenomenon in question and identifies the scientific components
- proposes explanations or tentative solutions
- develops explanations or tentative solutions on the basis of certain scientific concepts, laws, theories and models

#### ***when analyzing a situation using technology:***

- determines the function of a technical object and examines how it works
- handles the object and, if necessary, takes it apart to understand its main systems and mechanisms
- describes the operating principles of the object using relevant scientific and technological concepts
- explains the solutions chosen for making the object
- studies the advantages and disadvantages of different possible solutions as part of the decision-making process
- identifies the impact of his/her decision, focusing in particular on its environmental and ethical repercussions

### **EVALUATION CRITERIA**

- Formulation of appropriate questions
- Appropriate use of scientific and technological concepts, laws, models and theories
- Relevant explanations or solutions
- Suitable justification of explanations, solutions or decisions

### **COMPETENCY 3:**

#### **To communicate in the languages used in science and technology**

##### **Key Features of the Competency:**

- *Participates in exchanging scientific and technological information*
- *Divulges scientific or technological knowledge or results*
- *Interprets and produces scientific and technological messages*

##### **End-of-cycle outcomes**

- correctly uses the languages associated with science and technology, including mathematical and symbolic language as well as everyday language
- produces clear, well-structured and well-worded messages and follows conventions
- adapts his/her messages to the target audience
- uses everyday language to explain the messages produced or interpreted

##### **EVALUATION CRITERIA**

- Appropriate interpretation of scientific and technological messages
- Messages produced using proper scientific and technological vocabulary and in accordance with related rules and conventions

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

595-100 595-206	<b>GEOGRAPHY</b>
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The development of the competencies is based on the study of different territories. For each territory there are one or more focuses. The Program content consists of the following:

<b>Territory</b>	<b>General Concepts</b>	<b>References</b> <i>(1 of the suggested choices in each section)</i>
Urban Territory	• Metropolis	• Montréal • Cairo • New York • Mexico City • Sydney
	• Heritage (Cultural & Historical Sites)	• The Walled City of Québec • Athens • Paris • Rome • Beijing
	• Cities subject to natural hazards	• Manila • Quito • San Francisco
Native Territory	• Native People	• Nunavut • Cree Territory • Naskapi Territory
Agricultural Territory	• National Agricultural Space	• The Agricultural Territory of Québec • The Agricultural Territory of Japan • The Agricultural Territory of California
	• Environment at Risk	• The Sahel • Bangladesh • The Canadian Prairies
Regional Territory	• Energy Dependence	• Alberta • The Persian Gulf • Côte-Nord • Jamésie
	• Industrialization	• The American and Canadian Great Lakes Region • An Industrial Region of Québec
	• Exploitation of Forests	• British Columbia • A forest Region in Québec • Amazonia
	• Tourism	• A tourist region in Québec or Canada • Savoie • The African Great Lakes • The Lagoon of Venice • Tahiti • Île-de-France
Protected territory	• Natural Park	• A natural park in Québec or Canada • The Galapagos Islands

## **COMPETENCY 1:**

### **Understand the organization of a territory**

#### **Key Features of the Competency:**

- *Deconstructs landscapes in the territory*
- *Grasps the meaning of human actions with regard to the territory*
- *Relates different geographic scales*
- *Uses cartographic language*

#### **End-of-cycle outcomes**

***identifies relevant elements of the organization of the territory by ensuring that they:***

- relate to the type of territory concerned
- correspond to the designated focus
- are characteristic of the organization of the territory

***represents his/her construction of the organization of the territory coherently by highlighting:***

- connections among elements of the organization of the territory
- connections among concepts
- relationships between human actions and the organization of the territory

***considers the organization of the territory as a whole by using scales of analysis appropriately to highlight:***

- new phenomena
- external influences

#### **EVALUATION CRITERIA**

- Identification of relevant elements of the organization of the territory
- Coherent representation of the organization of the territory
- Concern for obtaining an overview of the organization of the territory

## **COMPETENCY 2:**

### **Interpret a territorial issue**

#### **Key Features of the Competency:**

- *Considers how the territorial issue is dealt with*
- *Evaluates the proposals of the groups involved*
- *Describes the complexity of the territorial issue*

#### **End-of-cycle outcomes**

***cites elements that are relevant to the territorial issue by referring to:***

- exact and specific elements
- appropriate concepts

***demonstrates the dynamics of the territorial issue by showing:***

- how the basic elements of the issue fit together
- connections between the concepts
- power struggles

***student expresses a well-founded opinion when it is based on:***

- consideration of several points of view
- comparison of several scales of analysis
- consideration of the consequences of the proposals for the territory
- consideration of individual and collective interests

#### **EVALUATION CRITERIA**

- Reference to elements that are relevant to the territorial issue
- Demonstration of the dynamics of the territorial issue
- Expression of a well-founded opinion

### **COMPETENCY 3:**

#### **Construct his/her consciousness of global citizenship**

##### **Key Features of the Competency:**

- Shows the global nature of a geographic phenomenon
- Examines human actions in terms of the future
- Evaluates solutions to global issues

##### **End-of-cycle outcomes**

###### ***shows the global nature of a phenomenon by taking into account:***

- the diversity of the manifestations of this phenomenon in the world
- the establishment of flows, networks and movements among territories

###### ***considers the impact of human actions on the future of the planet by taking into account:***

- the coherence between these human actions and their underlying values
- the relationship between these human actions and sustainable development
- the need for concerted action to solve global problems
- the contribution of international rules, conventions and organizations

###### ***defends his/her opinion by basing it on:***

- the effectiveness of the solutions proposed
- sustainable development

##### **EVALUATION CRITERIA**

- Expression of the global nature of a geographic phenomenon
- Consideration of the impact of human actions on the future of the planet
- Justification of his/her opinion

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

095-100  
095-206

### GÉOGRAPHIE

The development of the competencies is based on the study of different territories. For each territory there are one or more focuses. The Program content consists of the following:

Territoire	Concepts Généraux
Territoire urbain	<ul style="list-style-type: none"> <li>• Métropole</li> <li>• Patrimoine</li> <li>• Risque naturel</li> </ul>
Territoire autochtone	<ul style="list-style-type: none"> <li>• Autochtone</li> </ul>
Territoire agricole	<ul style="list-style-type: none"> <li>• Espace agricole national</li> <li>• Milieu à risque</li> </ul>
Territoire région	<ul style="list-style-type: none"> <li>• Dépendance énergétique</li> <li>• Industrialisation</li> <li>• Exploitation forestière</li> <li>• Tourisme</li> </ul>
Territoire protégé	<ul style="list-style-type: none"> <li>• Parc naturel</li> </ul>

## **COMPÉTENCE 1:**

### **Lire l'organisation d'un territoire**

#### **Key Features of the Competency:**

- *Décoder des paysages du territoire*
- *Saisir le sens des actions humaines sur le territoire*
- *Mettre en relation différentes échelles géographiques*
- *Recourir au langage cartographique*

#### **End-of-cycle outcomes**

##### ***identifie les éléments constitutifs de l'organisation territoriale retenus :***

- liés au territoire type concerné;
- propres à l'angle d'entrée prescrit;
- caractéristiques de l'organisation territoriale.

##### ***se représente l'organisation territoriale de façon cohérente et fait :***

- des liens entre les éléments constitutifs de l'organisation territoriale;
- des liens entre les concepts utilisés;
- des relations entre les actions humaines et l'organisation territoriale.

##### ***utilise de façon appropriée des échelles d'analyse pour faire ressortir :***

- de nouvelles réalités;
- des influences extérieures.

#### **EVALUATION CRITERIA**

- Établissement d'éléments constitutifs pertinents de l'organisation territoriale
- Représentation cohérente de l'organisation territoriale
- Préoccupation d'une vue d'ensemble de l'organisation territoriale

## **COMPÉTENCE 2:**

### **Interpréter un enjeu territorial**

#### **Key Features of the Competency:**

- *S'interroger sur la façon dont l'enjeu territorial est traité*
- *Évaluer les propositions des groupes en présence*
- *Cerner la complexité de l'enjeu territorial*

#### **End-of-cycle outcomes**

##### ***se réfère à :***

- des éléments constitutifs exacts et précis;
- des concepts appropriés.

##### ***montre :***

- l'articulation des éléments constitutifs de l'enjeu;
- des liens entre les concepts;
- les rapports de force.

##### ***exprime une opinion qui s'appuie sur :***

- la prise en compte de plusieurs points de vue;
- la mise en relation de plusieurs échelles d'analyse;
- la prise en compte des conséquences des propositions sur le territoire;
- la considération des intérêts individuels et collectifs.

#### **EVALUATION CRITERIA**

- Mobilisation d'éléments constitutifs pertinents de l'enjeu territorial
- Établissement de la dynamique de l'enjeu territorial
- Expression d'une opinion fondée

### **COMPÉTENCE 3:**

#### **Construire sa conscience citoyenne à l'échelle planétaire**

##### **Key Features of the Competency:**

- *Montrer le caractère planétaire d'une réalité géographique*
- *Examiner des actions humaines dans une perspective d'avenir*
- *Évaluer des solutions à des questions d'ordre planétaire*

##### **End-of-cycle outcomes**

###### ***montre le caractère planétaire d'une réalité lorsqu'il tient compte :***

- de la diversité des manifestations de cette réalité dans le monde;
- de l'établissement de flux, de réseaux et de mouvements entre des territoires.

###### ***considère les impacts des actions humaines sur l'avenir de la planète quand il tient compte :***

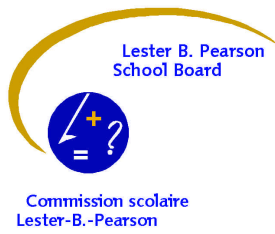
- de la cohérence entre ces actions humaines et les valeurs qui les sous-tendent;
- de la relation entre ces actions humaines et le développement durable;
- du besoin d'actions concertées pour résoudre des problèmes à l'échelle planétaire;
- de l'apport des règles, des conventions et des organismes internationaux.

###### ***justifie son opinion en s'appuyant sur :***

- l'efficacité des solutions proposées;
- le développement durable.

##### **EVALUATION CRITERIA**

- Expression du caractère planétaire d'une réalité géographique
- Établissement des impacts des actions humaines sur l'avenir de la planète
- Justification de son opinion



# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

587-100 587-206	<b>HISTORY AND CITIZENSHIP EDUCATION</b>
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The program is organized into the study of thirteen social phenomena. Each phenomenon has a designated focus. The content consists of the following:

<b>Social Phenomenon</b>	<b>Central Concept</b>	<b>Focus</b>
Society	• Sedentarization	Egypt
Civilization	• The emergence of a civilization	Mesopotamia
Democracy	• First experience of a democracy	Athens
State	• Romanization	Rome
The West	• The Christianization of the West	Early Middle Ages
Bourgeoisie	• Growth of Cities and Trade	Late Middle Ages
Humanism	• A new vision of humanity	Renaissance
World Economy	• European Expansion in the world	Age of Discovery
Rights	• The American or French Revolution	Age of Revolutions
Social Classes	• Industrialization	Industrial Revolution
Imperialism	• Imperialism	Colonialism
Freedom	• Rights	Civil Rights & Decolonization
Society	• A social phenomenon of the present	Determined by teacher

## **COMPETENCY 1:**

### **Examine social phenomena from a historical perspective**

#### **Key Features of the Competency:**

- *Contemplates the past of social phenomena*
- *Considers social phenomena in terms of duration*
- *Looks at social phenomena in their complexity*

#### **End-of-cycle outcomes**

##### ***takes into account the historical perspective in his/her examination of social phenomena by:***

- referring to chronological reference points
- considering continuity and change
- considering synchrony
- referring to present-day social phenomena

##### ***raises relevant questions by:***

- taking into account the object and/or situation of inquiry concerning the social phenomenon
- focusing on the facts, actors, actions, causes and consequences associated with the social phenomena studied
- using appropriate concepts

##### ***examines social phenomena in depth by:***

- taking into account the complexity of social phenomena
- seeking to establish relationships among different aspects of a social phenomenon
- being organized logically
- demonstrating critical judgment with regard to sources and interpretations

#### **EVALUATION CRITERIA**

- Consideration of the historical perspective in the student's examination of social phenomena
- Relevance of the questions raised
- Depth of the examination of social phenomena

## **COMPETENCY 2:**

### **Interpret social phenomena using the historical method**

#### **Key Features of the Competency:**

- *Establishes the factual basis of social phenomena*
- *Explains social phenomena*
- *Puts his/her interpretation of social phenomena in perspective*

#### **End-of-cycle outcomes**

##### ***uses historical knowledge by:***

- taking into account the original questions he/she raised
- displaying a concern for accuracy in the establishment of the facts
- basing his/her reasoning on concepts and interpretations

##### ***presents his/her historical knowledge coherently by:***

- demonstrating his/her ability to make appropriate connections among concepts
- demonstrating his/her ability to make appropriate connections among facts
- demonstrating his/her ability to relate the concepts to the facts
- establishing a relationship between the past and the present

##### ***uses rigorous historical reasoning by:***

- basing his/her argument on a critical analysis of the sources and interpretations
- arguing on the basis of facts rather than opinions
- reaching conclusions that are consistent with the evidence and the argument presented

##### ***takes perspective into consideration by:***

- indicating differences and similarities
- taking into account the need to critique the frame of reference of authors cited as sources and of historians' interpretations
- qualifying his/her interpretation

#### **EVALUATION CRITERIA**

- Use of historical knowledge
- Coherence of his/her presentation of historical knowledge
- Rigour of his/her historical reasoning
- Consideration of perspective in his/her interpretation

### **COMPETENCY 3:**

**Construct his/her consciousness of citizenship through the study of history**

#### **Key Features of the Competency:**

- *Seeks the foundations of his/her social identity*
- *Considers the factors that govern social participation*
- *Establishes the contribution of social phenomena to democratic life*
- *Understands the purpose of public institutions*

#### **End-of-cycle outcomes**

##### ***applies his/her historical knowledge to different contexts by:***

- using concepts related to the object of consciousness of citizenship
- using his/her methodological skills
- establishing a relationship between social phenomena of the past and present

##### ***considers the factors that govern social participation by:***

- indicating opportunities for social participation or factors that limit such participation
- identifying principles and values that foster social participation
- mentioning various public institutions and their roles
- describing the role that individuals can play in these institutions

##### ***considers the pluralistic nature of a society by:***

- showing the diversity of social identities
- recognizing elements of shared identity
- indicating some of the factors that contribute to people's identities

#### **EVALUATION CRITERIA**

- Application of historical knowledge to different contexts
- Consideration of the factors that govern social participation
- Awareness of the pluralistic nature of a society

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

087-100  
087-206

### HISTOIRE ET ÉDUCATION À LA CITOYENNETÉ

The program is organized into the study of thirteen social phenomena. Each phenomenon has a designated focus. The content consists of the following:

Phénomène social	Focus
Société	• La sédentarisation
Civilisation	• L'émergence d'une civilisation
Démocratie	• Une première expérience de démocratie
État	• La romanisation
Occident	• La christianisation de l'Occident
Bourgeoisie	• L'essor urbain et commercial
Humanisme	• Le renouvellement de la vision de l'homme
Économie-Monde	• L'expansion européenne dans le monde
Droits	• Les révolutions américaine ou française
Classes sociales	• L'industrialisation: une révolution économique et sociale
Impérialisme	• L'expansion du monde industriel
Liberté	• La reconnaissance des libertés et des droits civils
Société	• Une réalité sociale du présent

## **COMPÉTENCE 1:**

### **Interroger les réalités sociales dans une perspective historique**

#### **Key Features of the Competency:**

- *Se tourner vers le passé des réalités sociales*
- *Considérer les réalités sociales sous l'angle de la durée*
- *Envisager les réalités sociales dans leur complexité*

#### **End-of-cycle outcomes**

##### ***au plan de la prise en compte de la perspective temporelle dans son questionnement :***

- se réfère à des repères du temps;
- prend en compte la continuité et le changement;
- considère la synchronie;
- se réfère au présent.

##### ***au plan de la prise pertinence du questionnement :***

- tient compte de l'objet d'interrogation liée à la réalité sociale;
- s'intéresse à des faits, à des acteurs, à des actions, à des causes, à des conséquences de la réalité sociale étudiée;
- utilise des concepts appropriés.

##### ***au plan de la profondeur du questionnement :***

- prend en considération la complexité de la réalité sociale;
- recherche des liens entre les différents aspects d'une réalité sociale;
- organise logiquement son interrogation;
- manifeste un sens critique à l'égard des sources.

#### **EVALUATION CRITERIA**

- Prise en compte de la perspective temporelle dans le questionnement
- Pertinence du questionnement
- Profondeur du questionnement

## **COMPÉTENCE 2:**

### **Interpréter les réalités sociales à l'aide de la méthode historique**

#### **Key Features of the Competency:**

- *Établir les faits des réalités sociales*
- *Expliquer les réalités sociales*
- *Relativiser son interprétation des réalités sociales*

#### **End-of-cycle outcomes**

##### ***au plan de la mobilisation de ses savoirs historiques:***

- tient compte de son questionnement;
- montre de la rigueur dans l'établissement des faits;
- se réfère à des concepts.

##### ***au plan de l'articulation cohérente de ses savoirs historiques:***

- met les concepts en relation;
- met les faits en relation;
- met les concepts et les faits en relation.

##### ***au plan de la rigueur du raisonnement historique:***

- s'appuie sur une analyse critique des sources;
- argumente à partir de faits et non d'opinions;
- conclut de façon cohérente.

##### ***au plan de la considération d'éléments de relativité:***

- relève des similitudes et des différences entre ces sociétés;
- tient compte d'un questionnement critique sur le cadre de référence des auteurs de sources;
- nuance son interprétation.

#### **EVALUATION CRITERIA**

- Mobilisation des savoirs historiques
- Articulation cohérente des savoirs historiques
- Rigueur du raisonnement historique
- Considération d'éléments de relativité dans l'interprétation

### **COMPÉTENCE 3:**

#### **Construire sa conscience citoyenne à l'aide de l'histoire**

##### **Key Features of the Competency:**

- *Rechercher des fondements de son identité sociale*
- *Qualifier la participation à la vie collective*
- *Établir l'apport de réalités sociales à la vie démocratique*
- *Comprendre l'utilité d'institutions publiques*

##### **End-of-cycle outcomes**

###### ***au plan du transfert des savoirs historiques:***

- utilise des concepts liés à l'objet de conscientisation;
- déploie ses capacités méthodologiques;
- établit un rapport entre des réalités du passé et des réalités du présent.

###### ***au plan de la considération de la participation à la vie collective:***

- évoque des occasions de participation sociale ou des obstacles qui la contraignent;
- relève des principes et des valeurs qui sont à la base de cette participation;
- mentionne diverses institutions publiques et leur rôle;
- mentionne le rôle que chacun peut y jouer.

###### ***au plan de la considération du caractère pluraliste d'une société:***

- montre la diversité des identités sociales;
- dégage des éléments d'appartenance commune;
- indique des fondements identitaires.

##### **EVALUATION CRITERIA**

- Transfert des savoirs historiques
- Considération de la participation à la vie collective
- Considération du caractère pluraliste d'une société

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

668-100 668-208	VISUAL ARTS
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### **COMPETENCY 1:**

#### **Create personal images**

##### **Key Features of the Competency:**

- *Uses ideas to create a visual arts work*
- *Uses transforming gestures and elements of visual arts language*
- *Organizes his/her visual arts production*
- *Shares his/her experience of visual arts creation*

#### **End-of-cycle outcomes**

- explores ideas with his/her classmates and the teacher
- consults documentary sources
- produces sketches and defines a creative intention
- experiments with the materials chosen with the teacher for his/her creation, controls their transforming gestures, and makes use of the properties of materials and tools
- explores the elements of visual arts language in a personal way
- describes and comments on his/her creative experience and identifies what was learned from it as well as the strategies and methods used
- anticipates the transfer of learning to similar contexts or other subject-specific contexts

#### **EVALUATION CRITERIA**

- Correlation between the stimulus for creation, the development of ideas, the development process and the result of his/her creation
- Effective use of transforming gestures
- Appropriate use of the properties of materials
- Personal use of visual arts language
- Coherent organization of the image's components
- Authentic production that integrates original and expressive elements
- Integration of periods of reflection and review into the creative experience

## **COMPETENCY 2:**

### **Create media images**

#### **Key Features of the Competency:**

- *Uses ideas to create a media production*
- *Uses transforming gestures and elements of visual arts language according to the target audience*
- *Organizes his/her media production*
- *Shares his/her experience of media creation*

#### **End-of-cycle outcomes**

- makes conscious and autonomous use of the creative process most of the time
- reflects an attention to authenticity and a search for originality and expressiveness in his/her productions
- communicates and addresses the information contained in his/her productions to a target audience
- explores ideas with his/her classmates and teacher during the creative process
- familiarizes his/her classmates and teacher with the cultural references of the intended viewers
- consults documentary sources and produces sketches during the creative process
- experiments with transforming a variety of materials using traditional and digital techniques
- controls some of the transforming gestures
- makes use of the properties of materials and tools
- makes use of the elements of visual arts language in a personal way
- organizes the components of his/her productions and integrates visual codes specific to communication through images based on the culture of the intended viewers and the demands of the information to be communicated
- describes and comments on the media-creation experience and identifies what he/she has learned from it as well as the strategies and methods used
- anticipates the transfer of learning to similar contexts or other subject-specific contexts

#### **EVALUATION CRITERIA**

- Correlation between the stimulus for creation, the development of ideas, the shaping and the result of his/her creation
- Effective use of transforming gestures
- Appropriate use of the properties of materials
- Use of visual arts language that integrates visual codes
- Effective organization of components in the development of the visual message
- Authentic production that integrates original and expressive elements
- Integration of periods of reflection and review into the creative experience

### **COMPETENCY 3:**

#### **Appreciate works of art and cultural objects from the world's artistic heritage, personal images and media images**

##### **Key Features of the Competency:**

- *Analyzes a work or production*
- *Interprets the meaning of the work or production*
- *Makes a critical and aesthetic judgment*
- *Shares his/her appreciation experience*

##### **End-of-cycle outcomes**

- identifies the components of an artistic production as well as the symbolic and expressive elements that move them
- makes connections between these elements, sociocultural or historical aspects, and what he/she has felt
- develops his/her interpretation of the work with the goal of communicating it
- reflects, through communication, his/her personal interpretation of the work or production based on previously defined criteria, additional information found and discussions with classmates and the teacher
- incorporates aspects of the expressive and symbolic qualities of the work and takes into account the context in which it was produced
- uses appropriate subject-specific vocabulary in describing and commenting on his/her appreciation experience and highlights what he/she has learned from it as well as the strategies and methods used
- shows an interest in the comments of other students and in the diversity of ethical, aesthetic and critical opinions expressed

##### **EVALUATION CRITERIA**

- Correlation of connections between the components of the image, what he/she has felt and his/her appreciation of the work
- Relevance of the sociocultural or historical aspects identified in the production
- Consideration of the appreciation criteria retained
- Personal elements in his/her interpretation
- Effective use of subject-specific vocabulary to communicate his/her appreciation
- Appropriate use of spoken and written language to communicate his/her appreciation

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

670-100 670-208	<b>DRAMA</b>
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### **COMPETENCY 1:**

#### **Create dramatic works**

##### **Key Features of the Competency:**

- *Uses ideas to create a dramatic work*
- *Uses elements of dramatic language and technique*
- *Organizes his/her dramatic creation*
- *Shares his/her dramatic creation experience*

#### **End-of-cycle outcomes**

- makes conscious use of the creative dynamic, most often autonomously
- conveys perception of reality and authenticity in his/her productions
- reflects a search for originality and expressiveness in his/her productions
- explores ideas, in the creative process, as well as the language of drama and its techniques in a personal and varied way
- makes certain adjustments to refine their work; almost always done through interaction and collaboration with his/her peers
- describes and comments on his/her creative experience and identifies what he/she has learned from it as well as the strategies and methods used
- anticipates the transfer of learning to similar contexts or other subject-specific contexts

#### **EVALUATION CRITERIA**

- Correlation between the stimulus for creation, the development of ideas, the development process and the result of his/her creation
- Varied use of the elements of the language of drama
- Coherent organization of elements of dramaturgy
- Original use of the elements of the language of drama
- Integration of periods of reflection and review into the creative experience
- Effective use of elements of the language and technique of drama

## **COMPETENCY 2:**

### **Perform dramatic works**

#### **Key Features of the Competency:**

- *Becomes familiar with the dramatic content of the work*
- *Applies elements of dramatic language*
- *Becomes familiar with the expressive nature of the work*
- *Respects the conventions regarding unified performance*
- *Shares his/her performance experience*

#### **End-of-cycle outcomes**

- links actions in sequence so as to bring out the expressive elements of the work and the characters
- uses dramatic conventions and makes use of the elements of dramatic language and techniques
- takes into account the content of the work and its historical and sociocultural elements, if applicable
- uses a variety of improvisational situations to enrich his/her performance
- harmonizes his/her personal and team choices in order to produce a unified performance
- describes and comments on his/her performance experience and identifies what he/she has learned from it as well as the strategies and methods used
- anticipates the transfer of learning to similar contexts or other subject-specific contexts

#### **EVALUATION CRITERIA**

- Effective mobilization of his/her performance resources in relation to the dramatic content of the work
- Relevance of his/her theatrical choices in relation to the dramatic content of the work
- Consistent use of conventions of unified performance
- Original use of the elements of the language of drama and use of techniques
- Integration of periods of reflection and review into the performance experience

### **COMPETENCY 3:**

#### **Appreciate dramatic works**

##### **Key Features of the Competency:**

- *Analyzes an excerpt of a work*
- *Interprets the meaning of the work*
- *Makes a critical and aesthetic judgment*
- *Shares his/her appreciation experience*

##### **End-of-cycle outcomes**

- identifies the components of a dramatic work as well as symbolic and expressive elements
- makes connections between these elements, sociocultural or historical aspects, and what he/she has felt
- develops an appreciation with the goal of communicating it
- reflects, through communication, his/her personal interpretation of the work based on previously defined criteria, additional information that he/she has researched, and discussions with classmates and teacher
- incorporates aspects of the expressive and symbolic qualities of the work and takes into account the context in which it was produced
- uses appropriate subject-specific vocabulary in describing and commenting on his/her appreciation experience and identifies what he/she has learned from it as well as the strategies and methods used
- shows an interest in the comments of other students and in the diversity of ethical, aesthetic and critical opinions expressed

##### **EVALUATION CRITERIA**

- Correlation of connections between components of the work, what he/she has felt and his/her appreciation
- Relevance of the sociocultural or historical aspects identified
- Pertinence of the subject-specific elements identified to support his/her appreciation
- Effective use of subject-specific vocabulary to communicate his/her appreciation
- Appropriate use of spoken and written language to communicate his/her appreciation

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

669-100  
669-208

### MUSIC

#### **COMPETENCY 1:**

##### **Create musical works**

##### **Key Features of the Competency:**

- *Uses ideas to create a musical work*
- *Uses sound sources, elements of musical language and elements of technique*
- *Organizes his/her musical creation*
- *Shares his/her creative musical experience*

##### **End-of-cycle outcomes**

- explores ideas as well as elements of musical language, techniques and sound sources in a personal and varied way
- makes certain adjustments to refine his/her creations which are usually produced by interacting and cooperating with other students
- describes and comments on his/her creative experience and identifies what was learned from it as well as the strategies and methods used
- anticipates the transfer of learning to similar contexts or other subject-specific contexts

##### **EVALUATION CRITERIA**

- Correlation between the stimulus for creation, the development of ideas, the development process and the result of his/her creation
- Varied use of elements of musical language
- Effective use of sound sources
- Original treatment of expressive elements
- Coherent organization of musical elements
- Integration of periods of reflection and review into the creative experience

## **COMPETENCY 2:**

### **Perform musical works**

#### **Key Features of the Competency:**

- *Becomes familiar with the musical content of the work*
- *Applies elements of vocal or instrumental technique*
- *Becomes familiar with the expressive nature of the piece of music*
- *Respects the conventions regarding group ensemble work*
- *Shares his/her musical performance experience*

#### **End-of-cycle outcomes**

- plays or sings with an appropriate tone while demonstrating control of elements of technique specific to the sound sources used
- adapts his/her technical knowledge to meet the requirements of the piece of music
- conveys, through his/her vocal or instrumental performance, personal expressive intentions and highlights the expressive nature of the piece
- adjusts individual performance to the group in keeping with the conventions of group ensemble work
- describes and comments on his/her performance experience and identifies what was learned from it as well as the strategies and methods used
- anticipates the transfer of certain learning to similar contexts or other subject-specific contexts

#### **EVALUATION CRITERIA**

- Smooth succession of the piece's musical phrases
- Appropriate use of elements of technique specific to the sound sources used
- Connection between the performance and the expressive nature of the piece of music
- Consistent application of the conventions for group ensemble work
- Integration of periods of reflection and review into the performance experience

### **COMPETENCY 3:**

#### **Appreciate musical works**

##### **Key Features of the Competency:**

- *Analyzes a work or production*
- *Interprets the meaning of the work or production*
- *Makes a critical and aesthetic judgment*
- *Shares his/her appreciation experience*

##### **End-of-cycle outcomes**

- plays or sings with an appropriate tone while demonstrating control of elements of technique specific to the sound sources used
- adapts his/her technical knowledge to meet the requirements of the piece of music
- conveys, through his/her vocal or instrumental performance, personal expressive intentions and highlights the expressive nature of the piece
- adjusts individual performance to the group in keeping with the conventions of group ensemble work
- describes and comments on his/her performance experience and identifies what was learned from it as well as the strategies and methods used
- anticipates the transfer of certain learning to similar contexts or other subject-specific contexts

##### **EVALUATION CRITERIA**

- Correlation of connections between components of the work or production, what he/she has felt and his/her appreciation
- Relevance of sociocultural and historical aspects identified
- Consideration of the appreciation criteria retained
- Effective use of subject-specific vocabulary to communicate his/her appreciation
- Appropriate use of spoken and written language to communicate his/her appreciation

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

672-100 672-208	<b>DANCE</b>
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### **COMPETENCY 1:**

#### **Create dances**

##### **Key Features of the Competency:**

- *Uses ideas to create a choreographic work*
- *Uses elements of dance language and movement technique*
- *Organizes his/her choreographic creation*
- *Shares his/her choreographic experience*

#### **End-of-cycle outcomes**

- makes conscious use of the creative dynamic
- conveys perception of reality in his/her productions
- reflects authenticity and a search for originality and expressiveness in his/her productions
- reflects the development of his/her social, cultural, affective and cognitive interests
- looks for ideas, during the creative process, and explores elements of dance language and technique in a personal and varied way, in accordance with his/her creative intentions
- makes connections between his/her ideas and movement and choreographic choices to ensure that his/her creative intentions progress
- makes certain adjustments to refine his/her creations; most of the time, the creation process involves interaction and cooperation between classmates
- describes and comments on his/her creative experience and identifies what he/she has learned from it as well as the strategies and methods used
- anticipates the transfer of learning to similar contexts or other subject-specific contexts

#### **EVALUATION CRITERIA**

- Correlation between the stimulus for creation, the development of ideas, the development process and the result of his/her creation
- Varied use of elements of dance language
- Personalized use of elements of dance language
- Original use of choreographic elements
- Coherent organization of the chosen choreographic elements
- Integration of periods of reflection and review into the creative experience

## **COMPETENCY 2:**

### **Perform dances**

#### **Key Features of the Competency:**

- *Becomes familiar with the choreographic content of the dance*
- *Applies elements of movement technique*
- *Becomes familiar with the expressive nature of the dance*
- *Respects the conventions related to group unity*
- *Shares his/her choreographic performance experience*

#### **End-of-cycle outcomes**

- performs continuously linked movement sequences by integrating elements of technique specific to dance
- adapts technical knowledge to meet the requirements of the dance
- conveys, in his/her performances, clear and personal expressive intentions that integrate emotional, cognitive and sociocultural Interests
- reflects the expressive nature and style of the chosen dance, which varies in length
- adjusts his/her personal performance to individual and group movements in keeping with the conventions related to group unity
- describes and comments on his/her performance experience and identifies what he/she has learned from it as well as the strategies and methods used
- anticipates the transfer of learning to similar contexts or other subject-specific contexts

#### **EVALUATION CRITERIA**

- Smooth succession of movement sequences in keeping with the choreographic content
- Efficient use of elements of technique specific to the choreographic content
- Efficient mobilization of personal performance resources
- Consistency in the application of the conventions related to group unity
- Integration of periods of reflection and review into the performance experience

### **COMPETENCY 3:**

#### **Appreciate dances**

##### **Key Features of the Competency:**

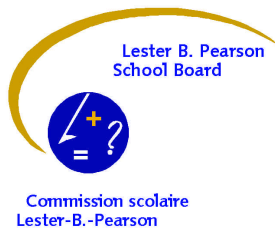
- *Analyzes a dance or an excerpt of a dance*
- *Interprets the meaning of the dance or excerpt*
- *Makes a critical and aesthetic judgment*
- *Shares his/her appreciation experience*

##### **End-of-cycle outcomes**

- identifies the components of a dance as well as symbolic and expressive elements
- makes connections between these elements, sociocultural or historical aspects, and what he/she has felt
- develops an appreciation with the goal of communicating it
- reflects, through communication, his/her personal interpretation of the work based on previously defined criteria, additional information found and comments exchanged with classmates teachers
- takes into account aspects of the expressive and symbolic qualities of the dance and the context in which it was produced
- uses appropriate subject-specific vocabulary in describing and commenting on his/her appreciation experience and identifies what he/she has learned from it as well as the strategies and methods used
- shows an interest in the comments of other students and in the diversity of ethical, aesthetic and critical opinions expressed

##### **EVALUATION CRITERIA**

- Correlation of connections between components of the dance, what he/she has felt and his/her appreciation
- Relevance of the sociocultural or historical aspects identified
- Consideration of the appreciation criteria retained
- Effective use of subject-specific vocabulary to communicate his/her appreciation
- Appropriate use of spoken and written language to communicate his/her appreciation



# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

543-100	PHYSICAL EDUCATION
543-204	AND HEALTH

### **COMPETENCY 1:**

#### **Perform movement skills in different physical activity settings**

##### **Key Features of the Competency:**

- Analyzes the situation according to the requirements of the setting- Develops style as a writer within a classroom community of writers.
- Performs movement skills taking into account the different constraints of the physical environment
- Evaluates own motor efficiency and process in light of the goal pursued

##### **End-of-cycle outcomes**

- takes into account the characteristics of a physical activity
- combines movement skills of each of the different types of activities
- works on improving his/her physical and motor efficiency
- masters the performance of movement skills
- assesses his/her own performance in order to identify strengths and weaknesses
- applies safety rules determined by the setting

##### **EVALUATION CRITERIA**

- Performance of a variety of locomotor, nonlocomotor and manipulation skills in different settings
- Critical analysis of own process and physical and motor efficiency in light of the result obtained
- Identification of elements that can be applied in subsequent activities

## **COMPETENCY 2:**

### **Interact with others in different physical activity settings**

#### **Key Features of the Competency:**

- *Cooperates in developing a plan of action*
- *Participates in carrying out the plan of action*
- *Cooperates in evaluating the plan of action*

#### **End-of-cycle outcomes**

- establishes strategies with team-mates that describe the role of each player
- takes into account his/her partners and opponents when performing the movements or applying the tactics set out in the plan
- adjusts to unexpected situations
- identifies with his/her partners, improvements to be made and elements worth keeping for use in other settings
- observes safety rules and demonstrates fair play

#### **EVALUATION CRITERIA**

- Justification of team's chosen strategy
- Performance of appropriate individual movements to achieve the group or team goal
- Demonstration of fair play in different stages of the activity
- Determination of elements that can be reapplied in subsequent activities
- Evaluation of own contribution and that of his or her peers and of the strategy, based on results

### **COMPETENCY 3:**

#### **Adopt a healthy, active lifestyle**

##### **Key Features of the Competency:**

- *Analyzes the impact of certain personal lifestyle habits on own health and well-being*
- *Develops a plan designed to change some personal lifestyle habits*
- *Carries out the plan*
- *Evaluates own process and lifestyle habits*

##### **End-of-cycle outcomes**

- has a good fitness level according to his/her age group
- demonstrates that he/she has integrated healthy lifestyle habits
- is able to develop a plan, apply it and assess his/her progress and results
- can identify desirable improvements or elements worth maintaining

##### **EVALUATION CRITERIA**

- Improvement or maintenance of at least two lifestyle habits other than the practice of physical activity
- Interpretation of results obtained
- Demonstration of safe behaviour when engaging in physical activities
- Performance of a physical activity of moderate to high intensity for a 20-minute period

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

578-100  
578-204

### MORAL EDUCATION

#### **COMPETENCY 1:**

#### **Construct a moral frame of reference**

#### **Key Features of the Competency:**

- *Puts life situations and moral references into perspective*
- *Deliberates on the elements of a moral frame of reference*

#### **End-of-cycle outcomes**

- makes connections between a life situation and its requirements, the influence at play, and the tensions and moral references involved
- builds a picture of social precepts by defining concepts such as rules, norms, laws, rights and prohibitions
- defines values and gives examples of the gestures, actions and attitudes that reflect them in everyday life and the impact of these references in real situations
- recognizes the impact of the different visions of human beings on community life
- explains how elements of the moral frame of reference contributes to a better individual and collective way of living

#### **EVALUATION CRITERIA**

- Relation of meaningful situations to values or corresponding social precepts
- Explanation of different viewpoints and opinions on a life situation
- Definition of the moral references involved in a situation
- Demonstration of the effects on community life of the diverse visions of human beings

## **COMPETENCY 2:**

### **Take a reflective position on ethical issues**

#### **Key Features of the Competency:**

- *Identifies the ethical issues of a situation*
- *Translates his / her choices into action*
- *Analyzes the tensions that exist among different viewpoints, opinions, visions of human beings, values and social precepts*
- *Imagines possible options and their consequences*

#### **End-of-cycle outcomes**

- is able to process and explain a problem situation from a moral or ethical perspective
- describes the consequences of the problem on people or on the environment
- consults various sources in order to be exposed to other ideas
- highlights tensions between different opinions, viewpoints, values and references
- chooses an option and indicates the reasons for his / her choice
- describes the actions he / she envisages in order to translate choices into action

#### **EVALUATION CRITERIA**

- Identification of an ethical issue
- Examination of different viewpoints and opinions on the situation
- Description of possible options and their consequences
- Use of criteria to evaluate choices
- Identification of actions likely to improve community life

### **COMPETENCY 3:**

#### **Engage in moral dialogue**

##### **Key Features of the Competency:**

- *Shows consideration for himself / herself and for others*
- *Envisages possible ways of using new learning in other contexts*
- *Uses questioning*
- *Participates in dialogue*

##### **End-of-cycle outcomes**

- is able to formulate questions concerning the moral or ethical dimension of a life situation or issue
- knows how to express his / her opinions by giving the reasons behind them
- strive to act in ways that are relevant and consistent
- welcome other' comments by listening attentively and demonstrating openness
- question their classmates to find out the basis of certain statements
- verbalize their feelings, recognize conflicts in the group and propose means for effectively channeling them
- evaluate the atmosphere, the procedure employed, the interactions and the quality of exchanges
- proposes actions likely to improve the practice of moral dialogue

##### **EVALUATION CRITERIA**

- Active participation in the dialogue
- Demonstration of sensitivity to oneself and to others
- Demonstration of critical and creative thinking
- Participation in feedback on the moral dialogue
- A concern with the consistency and relevance of his / her actions

# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

572-100  
572-204

### CATHOLIC, RELIGIOUS & MORAL INSTRUCTIONS

#### **COMPETENCY 1:**

**Appreciate the contribution of the living Catholic tradition to his/her quest for meaning**

#### **Key Features of the Competency:**

- Shows an understanding of the living Catholic tradition
- Evaluates the contribution of the living Catholic tradition
- Develops his / her thinking
- Formulates answers

#### **End-of-cycle outcomes**

- is able to draw, from particular issues, questions of meaning that concern him / her
- expresses interest in study aimed at finding answers to questions
- analyzes information selected from various sources so as to interpret the meanings in different times and places
- consults documentation pertinent to diversity
- formulates answers that take the particular context into account
- shares opinions and accepts that the opinions may vary depending on the individual or the group
- justifies his / her own opinions by referring to different points
- takes into account the influence of the living Catholic tradition
- establishes parallels between his / her own life stories and the experiences related in the stories studied
- recognizes aspects of this tradition in his / her environment, especially in literature, art and architecture
- uses examples, explains certain terms related to religion

#### **EVALUATION CRITERIA**

- Clear formulation of questions about meaning with the help of his / her learning community
- Appropriate choice of information regarding the living Catholic tradition and diversity
- Correct interpretation of aspects of the living Catholic tradition based on current realities
- Rigorous justification of personal answers by referring to the living Catholic tradition, diversity and personal experience

## **COMPETENCY 2:**

### **Take a reflective position on ethical issues**

#### **Key Features of the Competency:**

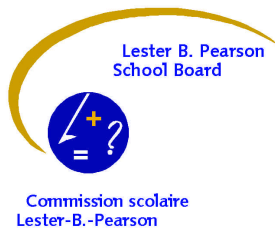
- *Identifies ethical issues in a particular situation*
- *Applies a choice*
- *Analyzes a particular situation from different points of view*
- *Imagines possible options and their consequences*

#### **End-of-cycle outcomes**

- is able to process a problem situation from an ethical perspective
- examines the issue involved by taking the context into account and explaining it
- describes the consequences of the problem on himself / herself, others and the environment
- takes more than one point of view, including that of the living Catholic tradition into consideration
- lists different opinions regarding the situation and imagines the possible options
- considers the consequences of each option on the human and material environment
- evaluates the options by referring to aspects of the living Catholic tradition and diversity
- takes a position and justifies his / her choice
- explains terms related to moral reflection: issue, norm, value, code of ethics, process of moral discernment, etc

#### **EVALUATION CRITERIA**

- Identification of the ethical issue
- Exploration of different points of view
- Presentation of options and their consequences
- Justification of the option chosen on the basis of different frames of reference
- Use of a set of concepts related to moral reflection
- Listing of actions likely to improve individual and collective life



# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

570-100 570-204	<b>PROTESTANT, MORAL &amp; RELIGIOUS INSTRUCTIONS</b>
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### **COMPETENCY 1:**

**Appreciate the influence of the Bible on the individual and on culture from a Protestant perspective**

#### **Key Features of the Competency:**

- *Analyzes Biblical texts*
- *Recognizes the influence of the Bible on the individual and on culture*
- *Makes connections between Biblical texts and daily life*

#### **End-of-cycle outcomes**

- initiates research to discover the influence of Biblical texts on his / her environment, on the individual and on culture
- finds elements that show this influence and makes connections between these elements and Biblical passages
- analyzes these texts, discovers their meaning and recognizes the values they convey
- assesses the influence of these texts on human action
- recognizes characteristics of social and cultural achievements derived from the Protestant heritage

#### **EVALUATION CRITERIA**

- Understanding of Biblical texts
- Making connections between the Biblical texts studied and Protestant values
- Association of Biblical elements with cultural references
- Demonstration of the influence of the Bible on the individual
- Demonstration of the influence of the Bible on culture

## **COMPETENCY 2:**

### **Act respectfully in relation to religious diversity**

#### **Key Features of the Competency:**

- *Analyzes expressions of religious phenomena*
- *Adopts respectful attitudes*
- *Explores the points of view of different traditions on universal questions*

#### **End-of-cycle outcomes**

- initiates the study of religious phenomena
- makes connections between the expressions of religious phenomena and the related traditions
- explains why these forms of expression exist
- is familiar with the questions of meaning that have been of concern to humanity throughout the ages
- shows how his / her attitudes and behaviours are founded on respectfulness, openness and receptiveness towards others

#### **EVALUATION CRITERIA**

- Explanation of the relationship between religious expressions and the related traditions
- Familiarity with the answers given by the traditions to questions of meaning
- Description, in context, of attitudes and behaviours that are respectful, open and receptive

### **COMPETENCY 3:**

#### **Take a reflective position on situations involving an ethical issue**

##### **Key Features of the Competency:**

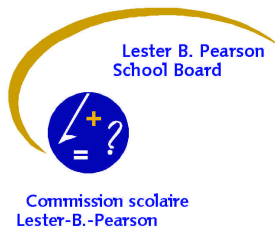
- *Identifies ethical issues arising out of a particular situation*
- *Applies a choice*
- *Analyzes the perspectives derived from different frames of reference*
- *Imagines options and their consequences*

##### **End-of-cycle outcomes**

- considers a situational problem keeping in mind the context
- discovers the ethical issue involved
- identifies similarities and differences between different points of view
- imagines and lists various options and considers the consequences of each option
- makes a personal choice and justifies it
- describes the actions or gestures that may help to apply a choice
- defines terms related to moral reflection

##### **EVALUATION CRITERIA**

- Identification of the ethical issue arising out of a situation
- Analysis of different points of view on the situation
- Listing of the possible options related to a given situation
- Justification of a personal choice
- Use of words suited to moral reflection



# COURSE OUTLINE

## Cycle One (Year 1 & Year 2)

580-140  
580-244

### ECUMENICAL PROGRAM

#### **COMPETENCY 1:**

**Appreciate the centrality of the person of Jesus Christ and the Bible within the christian traditions**

#### **Key Features of the Competency:**

- *Appreciates common belief of all Christian churches on the centrality of Jesus-Christ and the Bible*
- *Understands Jesus-Christ as a historical figure*
- *Reflects on Jesus-Christ as a theological figure*
- *Appreciates key passages in the First Testament*
- *Appreciates key passages in the New Testament*

#### **End-of-cycle outcomes**

- understands the importance of both the Bible and the person of Jesus to Christianity
- analyzes the events that were central in the life of Jesus and reflects on their theological implications
- gets an appreciation for some relevant biblical passages and the distinctions made between the "First" and the "New" Testament

#### **EVALUATION CRITERIA**

- Clear understanding of the common beliefs in Christianity regarding the Bible
- Familiarity with the historical and theological associations with Jesus
- Exploration of key passages from both the First and New Testaments

## **COMPETENCY 2:**

**Act respectfully in relation to religious diversity, primarily within the christian traditions**

### **Key Features of the Competency:**

- *Discovers the diversity of Christian churches and several features of their different liturgical, theological and ethical dimensions*
- *Roman Catholic Church*
- *Orthodox Churches*
- *Protestant Churches*
- *Ecumenical Dialogue*
- *Interfaith Dialogue*

### **End-of-cycle outcomes**

- is able to identify the particular expressions of faith and institutional features of the Roman Catholic, Orthodox and Protestant Churches by consulting relevant sources
- can appreciate the ecumenical movement as a way of fostering dialogue between these various traditions
- gains insight into other non-Christian religions by understanding the particularities of the interfaith dialogue

### **EVALUATION CRITERIA**

- Articulation of the important aspects of the Roman Catholic Church
- Formulation of the history and liturgical manifestations of the Orthodox Churches
- Identification of the rich diversity of Protestant churches and movements within Christianity
- Appreciation of the Ecumenical movement and shared dialogue
- Examination of the Interfaith dialogue and its emphasis on mutuality

### **COMPETENCY 3:**

#### **Take reflective positions on ethical issues**

##### **Key Features of the Competency:**

- *Identifies ethical issues*
- *Analyzes a particular situation from different perspectives*
- *Envisages possible options and their consequences*

##### **End-of-cycle outcomes**

- develops a sense of his / her foundations by examining his / her own values
- reflects on the ethical attitudes and stances of different cultural and religious perspectives
- examines an ethical issue and is able to describe its consequences
- evaluates the solutions for this issue by envisioning their benefits for individual or collective lives

##### **EVALUATION CRITERIA**

- Location of the individual as the center of ethical deliberation
- Exploration of different points of view
- Description of possible options and consequences based on different frames of reference
- Justification of the option chosen based on moral reflection