

## Table of content

Table of content	1
Cycle One of Elementary School	4
English Language Arts	5
To read and listen to literary, popular and information based texts.	5
To write self-expressive, narrative and information based texts.	6
To represent her/his literacy in different media.	7
To use language to communicate and learn	8
French (Second Language)	9
Interagir en français en se familiarisant avec le monde francophone.	9
Produire des textes variés.	9
Mathematics	10
To solve a situational problem related to mathematics.	10
To reason using mathematical concepts and processes.	10
To communicate by using mathematical language.	10
Science et Technology	11
To explore the world of science and technology.	11
Geography, History and Citizenship Education	11
To construct his/her representation of space, time and society.	11
Cycle Two of Elementary School	12
English Language Arts	13
	1

To read and listen to literary, popular and information based texts.	13
To write self-expressive, narrative and information based texts.	14
To represent her/his literacy in different media.	15
To use language to communicate and learn	16
French (Second Language)	17
Interagir en français en se familiarisant avec le monde francophone.	17
Produire des textes variés.	17
Mathematics	18
To solve a situational problem related to mathematics.	18
To reason using mathematical concepts and processes.	18
To communicate by using mathematical language.	18
Science et Technology	19
To propose explanations for or solutions to scientific or technological problems.	19
To make the most of scientific and technological tools, objects and procedures.	19
To communicate in the language used in science and technology.	19
Geography, History and Citizenship Education	20
To understand the organization of a society in its territory.	20
To interpret change in a society and its territory.	20
To be open to the diversity of societies and their territories.	21
Cycle Three of Elementary School	22
English Language Arts	23
To read and listen to literary, popular and information based texts.	23

To write self-expressive, narrative and information based texts.	24
To represent her/his literacy in different media.	25
To use language to communicate and learn	26
French (Second Language)	27
Interagir en français en se familiarisant avec le monde francophone.	27
Produire des textes variés.	27
Mathematics	28
To solve a situational problem related to mathematics.	28
To reason using mathematical concepts and processes.	28
To communicate by using mathematical language.	29
Science et Technology	29
To propose explanations for or solutions to scientific or technological problems.	29
To make the most of scientific and technological tools, objects and procedures.	29
To communicate in the language used in science and technology.	30
Geography, History and Citizenship Education	31
To understand the organization of a society in its territory.	31
To interpret change in a society and its territory.	31
To be open to the diversity of societies and their territories.	32

## Cycle One of Elementary School

Subjects	Targeted competencies		End-of-Cycle Outcomes
English Language Arts	To read and listen to literary, popular and information based texts.	<ul style="list-style-type: none"> <li>○ To construct meaning by applying appropriate reading strategies</li> <li>○ To use a response process when reading and listening to literary, popular and information-based texts</li> <li>○ To construct her/his own view of the world through reading and listening to literary, popular and information-based texts</li> <li>○ To construct a profile of self as reader</li> <li>○ To self-evaluate her/his reading development</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf</a> page 7/40)</p>	<p>By the end of Cycle One, the student chooses to read, view and/or listen to a variety of children's texts, including her/his own writing that is considered as text, and develops a range of favourite literary, popular and information-based texts appropriate to her/his own age, interests and abilities. S/he begins to trust her/his own ability to construct meaning as a reader in a supportive, risk-taking environment that involves ongoing collaboration with peers and teacher. With guidance, the student develops and uses a repertoire of meaning-making strategies in a trial-and-error fashion, and s/he may ask for and receive help when required. While s/he develops her/his own view of a text in the light of her/his own experiences, the student also begins to acknowledge and support different interpretations of the same text in peer and teacher discussions. When prompted by the teacher, the student begins to identify some structures and features of familiar text types. Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information. In teacher conferences with a limited and specific focus, the student talks</p>

			<p>about her/himself as a reader and, with guidance, begins to describe her/his strengths and changes over time, and to set goals for future learning in an integrated ELA portfolio.</p>
	<p>To write self-expressive, narrative and information based texts.</p>	<ul style="list-style-type: none"> <li>○ To integrate her/his knowledge of texts into own writing</li> <li>○ To follow a process when writing</li> <li>○ To construct profile of self as writer</li> <li>○ To use writing as a system for communicating and constructing meaning</li> <li>○ To self-evaluate her/his writing development</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf</a> page 15/40)</p>	<p>By the end of Cycle One, the student writes daily and is a risk-taker who is able to choose her/his own topics and purposes for writing in order to produce personally meaningful texts for a familiar audience of peers, family and friends. It is the connection to what is personally meaningful to her/him that fuels the student's desire to write. S/he uses signs, symbols, illustrations and words to communicate, in combinations that are both deliberate and experimental. Her/his focus is on producing a range of text types, all of which serve an expressive function and are deeply personal, in that they are related to her/his experiences, ideas, feelings, family and friends. S/he is aware of a limited range of developmentally appropriate spelling strategies, such as patterns and generalizations, and uses these in a trial-and-error fashion. The student is able to use invented spelling that demonstrates her/his growing awareness of written language. S/he understands that talk is essential to her/his writing process. S/he talks about the books she hears, reads and views and begins to use, in her/his writing, ideas and structures from these experiences with familiar and favourite texts. Much of her/his writing is exploratory and goes no further than an initial draft. S/he may develop</p>

			<p>some writing for personally significant purposes and a familiar audience by deciding on a few revisions to her/his initial draft of writing before arriving at a text that satisfies her/him, but this process is not yet consolidated. Ongoing assessment and evaluation of the student's development is based on a collection of her/his writing over time rather than on one or two pieces of information. The context or situation in which assessment and evaluation take place also includes the following: a familiar, known and specific purpose for writing, access to rich varieties of print; and opportunities to follow a writing process and to talk about her/his writing. With guidance, s/he chooses and talks about personally significant pieces of writing from her/his integrated ELA portfolio with the teacher.</p>
	<p>To represent her/his literacy in different media.</p>	<ul style="list-style-type: none"> <li>○ To apply appropriate strategies for constructing meaning</li> <li>○ To follow a process to respond to media texts</li> <li>○ To construct her/his own view of the world through the media</li> <li>○ To follow a production process in order to communicate for specific purposes to a specified audience</li> <li>○ To self-evaluate her/his development as a viewer and producer of media texts</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_angli sh-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_angli sh-language-arts-primaire_EN.pdf</a> page 24/40)</p>	<p>By the end of Cycle One, the student is beginning to develop a repertoire of familiar and age-appropriate media text types that s/he reads (i.e. views or listens to) and produces. With his/her teacher acting as a support and guide to build on and extend the student's previous experience with the media, s/he has had repeated opportunities to follow a process when responding (orally) to the media and when producing media texts. The student's developing knowledge about how media texts work is demonstrated when s/he collaboratively produces texts with peers, in a supportive, risk-taking environment. These texts are personally</p>

			<p>significant and self-selected and made for an audience of friends, family and trusted adults. Her/his productions involve the use of images, signs, symbols, logos and/or words to convey meaning. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher, the student presents her/his media productions, as part of her/his integrated ELA portfolio and, when invited, draw associations between the texts s/he has co-produced and her/his world of friends, family and trusted adults.</p>
	<p>To use language to communicate and learn</p>	<ul style="list-style-type: none"> <li>○ To use language/talk to communicate information, experiences and point of view</li> <li>○ To use language/talk for learning and thinking</li> <li>○ To apply her/his knowledge of linguistic structures and features</li> <li>○ To interact in collaborative group activities in a variety of roles</li> <li>○ To self-evaluate her/his language development</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_engli sh-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_engli sh-language-arts-primaire_EN.pdf</a> page 32/40)</p>	<p>By the end of Cycle One, the student uses language in unstructured and informal situations as a means of exploring, expressing and developing thoughts, feelings and imagination. S/he has developed, through trial and error, a limited range of known and effective strategies for working collaboratively with others. As well, s/he experiments with different ways of communicating by using basic structures and features of language to express ideas, to interpret verbal and nonverbal cues, to participate in classroom drama activities, to solve problems and to understand new information. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of</p>

			information. With guidance, the student talks about her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.
French (Second Language)	Interagir en français en se familiarisant avec le monde francophone.	<ul style="list-style-type: none"> <li>○ Adapter sa communication aux caractéristiques de la situation et à ses intentions, tant à l'oral qu'à l'écrit</li> <li>○ Comprendre le sens d'un texte lu, vu ou entendu à l'aide d'éléments d'information explicites et implicites en prenant appui sur son bagage de connaissances et d'expériences</li> <li>○ Exprimer ses réactions au texte lu, vu ou entendu lors d'interactions variées</li> <li>○ Évaluer l'efficacité de sa communication (<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf</a> page7/15)</li> </ul>	À la fin du premier cycle, l'élève répond aux questions par des gestes, des mimiques ou des mots isolés. Il commence à respecter les conventions de communication lors d'échanges oraux. Il participe déjà activement aux travaux collectifs.
	Produire des textes variés.	<ul style="list-style-type: none"> <li>○ Utiliser des stratégies et des connaissances appropriées au type de texte et à son intention</li> <li>○ Adapter sa production à divers contextes de la vie quotidienne ou de la vie scolaire</li> <li>○ Recourir aux ressources linguistiques et aux outils de référence appropriés à la situation</li> <li>○ Évaluer sa démarche de production à l'aide de stratégies variées (<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf</a> page7/15)</li> </ul>	À la fin du premier cycle, l'élève produit de courts textes d'une ou deux phrases, tant à l'oral qu'à l'écrit, en se souciant de l'intention de communication et du sujet du texte.



		<a href="#">ais-langue-seconde-base-primaire.pdf</a> page 9/15)	
Mathematics	To solve a situational problem related to mathematics.	<ul style="list-style-type: none"> <li>○ To decode the elements of the situational problem</li> <li>○ To model the situational problem</li> <li>○ To apply different strategies to work out a solution</li> <li>○ To share information related to the solution</li> </ul> ( <a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_mathematique-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_mathematique-primaire_EN.pdf</a> page 7/21)	By the end of this cycle, the students solve a situational problem based on complete information. They determine the task to be performed and find the relevant information by using different types of representations such as objects, drawings, tables, graphs, symbols or words. They work out a solution involving one or two steps and occasionally check the result. Using basic mathematical language, they explain their solution (procedure and final answer) orally or in writing.
	To reason using mathematical concepts and processes.	<ul style="list-style-type: none"> <li>○ To define the elements of the mathematical situation</li> <li>○ To mobilize mathematical concepts and processes appropriate to the given situation</li> <li>○ To apply mathematical processes appropriate to the given situation</li> <li>○ To justify actions or statements by referring to mathematical concepts and processes</li> </ul> ( <a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_mathematique-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_mathematique-primaire_EN.pdf</a> page 10/21)	By the end of this cycle, the students devise and apply their own processes to do mental and written computations that involve adding and subtracting natural numbers. They construct plane figures and solids and measure lengths and time using appropriate instruments and technology.

	To communicate by using mathematical language.	<ul style="list-style-type: none"> <li>○ To become familiar with mathematical vocabulary</li> <li>○ To make connections between mathematical language and everyday language</li> <li>○ To interpret or produce mathematical messages</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-primaire_EN.pdf</a> page 13/21)</p>	By the end of this cycle, the students interpret or produce a message (oral or written) such as a statement, process, or solution by using simple mathematical language and at least one of the following types of representations: objects, drawings, tables, graphs, symbols or words.
Science et Technology	To explore the world of science and technology.	<ul style="list-style-type: none"> <li>○ To become familiar with scientific and technological ways of reasoning and doing things</li> <li>○ To learn to use simple tools et procedures</li> <li>○ To become familiar with certain aspects of the languages used in science and technology</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_sciences-technologie-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_sciences-technologie-primaire_EN.pdf</a> page 7/20)</p>	Students are able to formulate questions and proposed explanations concerning various phenomena related to their immediate environment. They conduct simple experiments to answer a question or solve a problem. They can distinguish between the natural world and man-made objects. They understand the workings of simple objects that are relatively easy to handle. They spontaneously use elements of scientific and technological languages to formulate questions, propose explanations, explain ways of doing things, describe objects and explain how they work.
Geography, History and Citizenship Education	To construct his/her representation of space, time and society.	<ul style="list-style-type: none"> <li>○ To refer to aspects of everyday life here and elsewhere, from the past and the present</li> <li>○ To recognize some characteristics of the social organization of a group</li> <li>○ To explore places here and elsewhere, from the past and the present</li> </ul>	By the end of Cycle One, students use the appropriate tools to orient themselves in space and time. They refer to events in everyday life. They describe the characteristics of a group from here or elsewhere, the past or the present. They describe the elements of a place and some similarities, differences and changes. In doing so,

		<ul style="list-style-type: none"><li>○ To compare places and social phenomena here and elsewhere, from the past and the present</li><li>○ To orient himself/herself in space and time (<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf</a> page 4/24)</li></ul>	they use correct vocabulary.
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## Cycle Two of Elementary School

Subjects	Targeted competencies		End-of-Cycle Outcomes
English Language Arts	To read and listen to literary, popular and information based texts.	<ul style="list-style-type: none"> <li>○ To construct meaning by applying appropriate reading strategies</li> <li>○ To use a response process when reading and listening to literary, popular and information-based texts</li> <li>○ To construct her/his own view of the world through reading and listening to literary, popular and information-based texts</li> <li>○ To construct a profile of self as reader</li> <li>○ To self-evaluate her/his reading development</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf</a> page 7/40)</p>	<p>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 process 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.</p>

			<p>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.</p>
	<p>To write self-expressive, narrative and information based texts.</p>	<ul style="list-style-type: none"> <li>○ To integrate her/his knowledge of texts into own writing</li> <li>○ To follow a process when writing</li> <li>○ To construct profile of self as writer</li> <li>○ To use writing as a system for communicating and constructing meaning</li> <li>○ To self-evaluate her/his writing development</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf</a> page 15/40)</p>	<p>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 to 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</p>

			<p>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 overtime 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.</p>
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	<p>To represent her/his literacy in different media.</p>	<ul style="list-style-type: none"> <li>○ To apply appropriate strategies for constructing meaning</li> <li>○ To follow a process to respond to media texts</li> <li>○ To construct her/his own view of the world through the media</li> <li>○ To follow a production process in order to communicate for specific purposes to a specified audience</li> <li>○ To self-evaluate her/his development as a viewer and producer of media texts</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf</a> page 24/40)</p>	<p>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.</p>
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	To use language to communicate and learn	<ul style="list-style-type: none"> <li>○ To use language/talk to communicate information, experiences and point of view</li> <li>○ To use language/talk for learning and thinking</li> <li>○ To apply her/his knowledge of linguistic structures and features</li> <li>○ To interact in collaborative group activities in a variety of roles</li> <li>○ To self-evaluate her/his language development</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_engli sh-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_engli sh-language-arts-primaire_EN.pdf</a> page 32/40)</p>	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.
French (Second Language)	Interagir en français en se familiarisant avec le monde francophone.	<ul style="list-style-type: none"> <li>○ Adapter sa communication aux caractéristiques de la situation et à ses intentions, tant à l'oral qu'à l'écrit</li> <li>○ Comprendre le sens d'un texte lu, vu ou entendu à l'aide d'éléments d'information explicites et implicites en prenant appui sur son bagage de connaissances et</li> </ul>	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



		<p>d'expériences</p> <ul style="list-style-type: none"> <li>○ Exprimer ses réactions au texte lu, vu ou entendu lors d'interactions variées</li> <li>○ Évaluer l'efficacité de sa communication</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf</a> page7/15)</p>	<p>conventions de communication lorsqu'il interagit oralement en français.</p>
	<p>Produire des textes variés.</p>	<ul style="list-style-type: none"> <li>○ Utiliser des stratégies et des connaissances appropriées au type de texte et à son intention</li> <li>○ Adapter sa production à divers contextes de la vie quotidienne ou de la vie scolaire</li> <li>○ Recourir aux ressources linguistiques et aux outils de référence appropriés à la situation</li> <li>○ Évaluer sa démarche de production à l'aide de stratégies variées</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf</a> page 9/15)</p>	<p>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.</p>
<p>Mathematics</p>	<p>To solve a situational problem related to mathematics.</p>	<ul style="list-style-type: none"> <li>○ To decode the elements of the situational problem</li> <li>○ To model the situational problem</li> <li>○ To apply different strategies to work out a solution</li> <li>○ To share information related to the solution</li> <li>○ To validate the solution</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_math">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_math</a></p>	<p>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</p>

		<a href="#">ematique-primaire_EN.pdf</a> page 7/21)	language.
To reason using mathematical concepts and processes.	<ul style="list-style-type: none"> <li>○ To define the elements of the mathematical situation</li> <li>○ To mobilize mathematical concepts and processes appropriate to the given situation</li> <li>○ To apply mathematical processes appropriate to the given situation</li> <li>○ To justify actions or statements by referring to mathematical concepts and processes</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-primaire_EN.pdf</a> page 10/21)</p>	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.	
To communicate by using mathematical language.	<ul style="list-style-type: none"> <li>○ To become familiar with mathematical vocabulary</li> <li>○ To make connections between mathematical language and everyday language</li> <li>○ To interpret or produce mathematical messages</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-primaire_EN.pdf</a> page 13/21)</p>	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 et Technology	To propose explanations for or solutions to scientific or technological problems.	<ul style="list-style-type: none"> <li>○ To identify a problem or define a set of problem</li> <li>○ To use a variety of exploration strategies</li> <li>○ To assess his/her approach</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_sciences-technologie-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_sciences-technologie-primaire_EN.pdf</a> page 10/20)</p>	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.
	To make the most of scientific and technological tools, objects and procedures.	<ul style="list-style-type: none"> <li>○ To become familiar with the roles and functions of scientific and technological tools, techniques, instruments and procedures</li> <li>○ To relate various technological tools, objects or procedures to the situations and ways in which they are used</li> <li>○ To evaluate the impact of different tools, instruments or procedures</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_sciences-technologie-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_sciences-technologie-primaire_EN.pdf</a> page 12/20)</p>	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.
	To communicate in the language used in science and technology.	<ul style="list-style-type: none"> <li>○ To become familiar with everyday language related to science and technology</li> <li>○ To use everyday language and symbolic language related to science and technology</li> <li>○ To make effective use of everyday and symbolic language to formulate a question, explain a point of view or give an</li> </ul>	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

		<p>explanation  <a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_sci ence-technologie-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_sci ence-technologie-primaire_EN.pdf</a> page 14/20)</p>	as simple diagrams, tables and graphs).
<p>Geography, History and Citizenship Education</p>	<p>To understand the organization of a society in its territory.</p>	<ul style="list-style-type: none"> <li>○ To make connections of continuity with the present</li> <li>○ To situate the society and its territory in space and time</li> <li>○ To define the influence of people or events on social and territorial organization</li> <li>○ To make connections between characteristics of the society and the organization of its territory</li> <li>○ To make connections between assets and limitations of territory and organization of the society</li> </ul> <p><a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_univ ers-social_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_univ ers-social_EN.pdf</a> page 10/24)</p>	<p>At the end of Cycle Two, on the basis of phenomena of the present, students indicate traces of a past society in our society and territory. They recognize elements of the organization of that society in its territory. They present their understanding of this organization in a production. They locate the society and its territory, indicate adaptations of the society to the territory it occupies and changes it has made to the territory. They associate people or events with social and territorial organization. In doing so, they use correct vocabulary.</p>
	<p>To interpret change in a society and its territory.</p>	<ul style="list-style-type: none"> <li>○ To situate a society and its territory in space and at two points in time</li> <li>○ To recognize the main changes in the organization of a society and its territory</li> <li>○ To establish causes and effects of the changes</li> <li>○ To define the influence of people or events on these change</li> <li>○ To justify his/her interpretation of the changes</li> </ul>	<p>By the end of Cycle Two, students interpret social and territorial changes. They present these changes in a production. They recognize some changes in the location of a society and its territory in space and at two points in time and identify some social and territorial changes, associate people or events with them and recognize some of their causes and effects. They find traces of these changes in the society and its territory today. They defend their interpretations</p>

		<ul style="list-style-type: none"> <li>○ To perceive traces of these changes in our society and territory</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf</a> page 12/24)</p>	<p>of the changes to other students. In doing so, they use correct arguments and vocabulary.</p>
	<p>To be open to the diversity of societies and their territories.</p>	<ul style="list-style-type: none"> <li>○ To situate societies and their territories in space</li> <li>○ To perceive the main similarities and differences between societies and between territories</li> <li>○ To define some causes and effects of the differences</li> <li>○ To take a position on the observed strengths and weaknesses of societies and their territories</li> <li>○ To justify his/her view of the diversity of societies and their territories</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf</a> page 14/24)</p>	<p>By the end of Cycle Two, students present their views of the diversity of societies and their territories. They indicate some differences in the locations of societies and their territories. They identify similarities or differences in the organization of these societies and territories and recognize some causes and effects of these similarities and differences. They indicate some strengths and weaknesses of these types of organization. They compare their views of the diversity of societies and their territories with those of others and defend them. In doing so, they use correct arguments and vocabulary.</p>

## Cycle Three of Elementary School

Subjects	Targeted competencies		End-of-Cycle Outcomes
English Language Arts	To read and listen to literary, popular and information based texts.	<ul style="list-style-type: none"> <li>○ To construct meaning by applying appropriate reading strategies</li> <li>○ To use a response process when reading and listening to literary, popular and information-based texts</li> <li>○ To construct her/his own view of the world through reading and listening to literary, popular and information-based texts</li> <li>○ To construct a profile of self as reader</li> <li>○ To self-evaluate her/his reading development</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf</a> page 7/40)</p>	<p>By the end of Cycle Three, through exercising personal choice in reading material, the student reads, hears and views a range of text types critically. S/he gives reason for her/his personal selections, which may be within one text type, and begins to find value in texts outside her/his favourites. The student selects, with greater control, appropriate reading strategies when her/his process of meaning-making breaks down and knows how to adjust the strategies s/he uses according to her/his purposes and to the text type. S/he identifies and explains the structures and features of familiar text types encountered in reading and uses some of them in her/his writing to shape meaning in a particular way. In discussion groups, s/he begins to work with peers as sources of clarification and enrichment of her/his interpretations of texts. S/he identifies and explains some of the structures and features of familiar text types encountered in reading and uses them in her/his own writing to shape meaning in a particular way. When prompted, the student compares the content, structures and features of the texts with those in her/his personal repertoire. When the student is researching a personally relevant topic, s/he</p>

			<p>reads, views and listens to a variety of sources and, with guidance, begins to compare and select information from them. 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. The student demonstrates a sense of her/his reading profile by giving reasons for her/his preferences and by beginning to describe her/his use of strategies and ways of responding. With guidance, the student sets specific short-term goals in reading and monitors her/his progress in achieving these goals by selecting and explaining representations of her/his reading in her/his integrated ELA portfolio.</p>
	<p>To write self-expressive, narrative and information based texts.</p>	<ul style="list-style-type: none"> <li>○ To integrate her/his knowledge of texts into own writing</li> <li>○ To follow a process when writing</li> <li>○ To construct profile of self as writer</li> <li>○ To use writing as a system for communicating and constructing meaning</li> <li>○ To self-evaluate her/his writing development</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf</a> page 15/40)</p>	<p>By the end of Cycle Three, the student views her/himself as a writer who writes on a daily basis and who values writing as a means of expressing her/himself, of exploring and thinking through new ideas, and of solving problems. S/he continues to make choices about the purpose, text type and audience for her/his writing. S/he produces self-expressive, narrative and information-based texts that reflect her/his more complex understanding of a rich variety of texts that s/he has read, viewed and listened to throughout elementary school. The student writes for a familiar and wider audience of younger children, peers and trusted adults. S/he writes using personally significant, familiar text structures and features. Because of her/his</p>

			<p>understanding of purpose and growing awareness of her/his widening audience, the student is beginning to explore ways to shape her/his meaning in light of the intended audience. Talk and risk-taking continue to play a central role in her/his writing strategies. Through talk with the teacher and peers about the texts s/he writes, reads, views and listens to, s/he makes discoveries about some of the decisions authors make to craft their writing. The student experiments with these in her/his own writing. Based on the student's decisions about purpose, audience and text type, s/he will select from known structures and features to construct her/his meaning. When writing an information-based text on a topic that reflects her/his interests, the student is capable of following a specific procedure for locating, organizing and presenting information, but is not expected to generate her/his own research method. During the writing process, s/he is beginning to understand the importance of reading and of sharing drafts of her/his writing with peers in order to make simple revision and editing decisions. In the case of complex texts, the student requires the guidance and support of the teacher in order to make simple revision and editing decisions, since these processes are text-dependent. Ongoing assessment and evaluation of the student's development is based on a collection of her/his writing over time rather than on one or two pieces of information. In</p>
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			<p>collaboration with peers and teachers, the student selects significant samples of writing from her/his integrated ELA portfolio and with specific references to her/his texts, identifies strengths and future learning goals.</p>
	<p>To represent her/his literacy in different media.</p>	<ul style="list-style-type: none"> <li>○ To apply appropriate strategies for constructing meaning</li> <li>○ To follow a process to respond to media texts</li> <li>○ To construct her/his own view of the world through the media</li> <li>○ To follow a production process in order to communicate for specific purposes to a specified audience</li> <li>○ To self-evaluate her/his development as a viewer and producer of media texts</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_engli sh-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_engli sh-language-arts-primaire_EN.pdf</a> page 24/40)</p>	<p>By the end of Cycle Three, the student frequently relies upon her/his understanding of the structure and features of her/his growing repertoire of media texts to unlock their message(s)/meaning(s) and begins to question and explore how they help shape meaning. Her/his teacher continues to act as a support and guide to build on and extend the student's previous experience with the media. In discussions with peers, the student demonstrates an understanding that a media text can contain more than one meaning/message. S/he also begins to see common characteristics between texts in the same medium. The student has had repeated opportunities to produce, in collaboration with peers and for a wider audience of younger children, peers and trusted adults, a variety of media texts that entertain, inform and persuade using mixed media and multimedia resources. 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 the (media) productions in her/his integrated ELA portfolio, the student demonstrates a conscious</p>

			awareness of many of the strategies s/he uses to read and produce narrative, popular and information-based texts aimed at children.
	To use language to communicate and learn	<ul style="list-style-type: none"> <li>○ To use language/talk to communicate information, experiences and point of view</li> <li>○ To use language/talk for learning and thinking</li> <li>○ To apply her/his knowledge of linguistic structures and features</li> <li>○ To interact in collaborative group activities in a variety of roles</li> <li>○ To self-evaluate her/his language development</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-primaire_EN.pdf</a> page 32/40)</p>	By the end of Cycle Three, the student is able to organize and carry out meaningful tasks in a collaborative and supportive classroom context, where the teacher encourages and assists the student's initiative. The student controls many of the linguistic structures and features necessary to develop and present ideas and information, to communicate more complex ideas and to solve problems. S/he plans and shapes communications to achieve a specific purpose with a familiar audience. In collaborative activities, the student assumes responsibility for her/his own learning. 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 s/he self-evaluates her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.
French (Second Language)	Interagir en français en se familiarisant avec le monde francophone.	<ul style="list-style-type: none"> <li>○ Adapter sa communication aux caractéristiques de la situation et à ses intentions, tant à l'oral qu'à l'écrit</li> <li>○ Comprendre le sens d'un texte lu, vu ou entendu à l'aide d'éléments d'information explicites et implicites en prenant appui sur</li> </ul>	À la fin du troisième cycle, l'élève repère les éléments d'information essentiels dans un texte et, avec de l'aide, il commence à les mettre en relation avec l'intention de communication. Il participe aux discussions de groupe, aux simulations ou aux jeux de rôle en vue

		<p>son bagage de connaissances et d'expériences</p> <ul style="list-style-type: none"> <li>○ Exprimer ses réactions au texte lu, vu ou entendu lors d'interactions variées</li> <li>○ Évaluer l'efficacité de sa communication</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf</a> page 7/15)</p>	<p>d'échanges possibles à l'extérieur de la classe. Il respecte les conventions de communication lors d'interactions planifiées ou spontanées.</p>
	Produire des textes variés.	<ul style="list-style-type: none"> <li>○ Utiliser des stratégies et des connaissances appropriées au type de texte et à son intention</li> <li>○ Adapter sa production à divers contextes de la vie quotidienne ou de la vie scolaire</li> <li>○ Recourir aux ressources linguistiques et aux outils de référence appropriés à la situation</li> <li>○ Évaluer sa démarche de production à l'aide de stratégies variées</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-primaire.pdf</a> page 9/15)</p>	<p>À la fin du troisième cycle, il produit de courts textes cohérents, sous une forme orale, écrite ou visuelle. Il s'assure que son texte contient suffisamment d'éléments d'information et vérifie la pertinence des éléments visuels en rapport avec le sujet du texte et l'intention de communication. Il se préoccupe de la qualité de sa production, tant sur le plan du contenu que de la présentation.</p>
Mathematics	To solve a situational problem related to mathematics.	<ul style="list-style-type: none"> <li>○ To decode the elements of the situational problem</li> <li>○ To model the situational problem</li> <li>○ To apply different strategies to work out a solution</li> <li>○ To share information related to the solution</li> <li>○ To validate the solution</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_math">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_math</a>)</p>	<p>By the end of this cycle, the students solve a situational problem involving different types of information. They make more appropriate use of the various types of representations that allow them to organize this information. They anticipate the result, work out a solution that may involve several steps, and associate the presentation of the problem with that of similar problems. They validate the solution (procedure and final answer)</p>

		<a href="#">ematique-primaire_EN.pdf</a> page 7/21)	and explain it orally or in writing using exact mathematical language.
To reason using mathematical concepts and processes.	<ul style="list-style-type: none"> <li>○ To define the elements of the mathematical situation</li> <li>○ To mobilize mathematical concepts and processes appropriate to the given situation</li> <li>○ To apply mathematical processes appropriate to the given situation</li> <li>○ To justify actions or statements by referring to mathematical concepts and processes</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_math ematique-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_math ematique-primaire_EN.pdf</a> page 10/21)</p>	By the end of this cycle, the students mobilize their own processes as well as conventional processes to do mental and written computations involving the four operations with natural numbers and decimals. Using objects and diagrams, they start to add and subtract fractions and to multiply fractions by natural numbers. They can describe and classify plane figures, recognize the nets for convex polyhedrons, estimate, measure or calculate lengths, surface areas, volumes, angles, capacities, masses, time and temperature. They can produce frieze patterns and tessellations by means of reflections and translations, compare the possible outcomes of a random experiment with the known theoretical probabilities, calculate the arithmetic mean and interpret circle graphs. They know how to justify their use of technology.	
To communicate by using mathematical language.	<ul style="list-style-type: none"> <li>○ To become familiar with mathematical vocabulary</li> <li>○ To make connections between mathematical language and everyday language</li> <li>○ To interpret or produce mathematical messages</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_math ematique-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_math ematique-primaire_EN.pdf</a> page 13/21)</p>	By the end of this cycle, the students interpret or produce a message (oral or written) by using exact mathematical language and several types of representations.	

Science et Technology	To propose explanations for or solutions to scientific or technological problems.	<ul style="list-style-type: none"> <li>○ To identify a problem or define a set of problem</li> <li>○ To use a variety of exploration strategies</li> <li>○ To assess his/her approach</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_scienc e-technologie-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_scienc e-technologie-primaire_EN.pdf</a> page 10/20)</p>	By the end of this cycle, the students explore problems requiring approaches and strategies that are more complex and that may be somewhat more abstract. They gather information, plan their work and collect data relating to a greater number of parameters. They validate their approach by taking into account a greater number of elements. When analyzing a problem, they consider both its scientific and technological dimensions.
	To make the most of scientific and technological tools, objects and procedures.	<ul style="list-style-type: none"> <li>○ To become familiar with the roles and functions of scientific and technological tools, techniques, instruments and procedures</li> <li>○ To relate various technological tools, objects or procedures to the situations and ways in which they are used</li> <li>○ To evaluate the impact of different tools, instruments or procedures</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_scienc e-technologie-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_scienc e-technologie-primaire_EN.pdf</a> page 12/20)</p>	By the end of this cycle, the students use tools, techniques, instruments and procedures that are more complex and abstract than those used in the previous cycle, making greater use of their potential and a more sophisticated assessment of the results they have obtained. They design more elaborate tools, instruments and techniques and recognize the main areas in which science and technology are applied (e.g. computer technology ,biotechnology, medical engineering, pharmacology, energy transformation and exploitation, robotics, astronautics).
	To communicate in the language used in science and technology.	<ul style="list-style-type: none"> <li>○ To become familiar with everyday language related to science and technology</li> <li>○ To use everyday language and symbolic language related to science and technology</li> <li>○ To make effective use of everyday and symbolic language to formulate a question,</li> </ul>	By the end of this cycle, the students correctly interpret and convey more complex scientific and technological information involving a greater number of the more elaborate facets of the language of science and technology (a greater number of specialized terms and expressions; a greater number of more elaborate symbols, formulas, diagrams, tables and graphs).

		<p>explain a point of view or give an explanation</p> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_scienc e-technologie-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_scienc e-technologie-primaire_EN.pdf</a> page 14/20)</p>	
<p>Geography, History and Citizenship Education</p>	<p>To understand the organization of a society in its territory.</p>	<ul style="list-style-type: none"> <li>○ To make connections of continuity with the present</li> <li>○ To situate the society and its territory in space and time</li> <li>○ To define the influence of people or events on social and territorial organization</li> <li>○ To make connections between characteristics of the society and the organization of its territory</li> <li>○ To make connections between assets and limitations of territory and organization of the society</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_w eb/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf</a> page 10/24)</p>	<p>By the end of Cycle Three, still on the basis of present-day phenomena, students indicate traces of a past society in our society and territory. They understand the organization of a society in its territory better. They present their understanding in a production. They establish the geographic and historical contexts of the society, make connections between characteristics of the society and the organization of its territory and between assets and limitations of the territory and the organization of the society, and define the roles of certain people in the organization of the society and its territory and the effects of certain events on the organization of the society and its territory. They assess the contribution of the society to our society and territory. In doing so, they use correct vocabulary.</p>
	<p>To interpret change in a society and its territory.</p>	<ul style="list-style-type: none"> <li>○ To situate a society and its territory in space and at two points in time</li> <li>○ To recognize the main changes in the organization of a society and its territory</li> <li>○ To establish causes and effects of the changes</li> <li>○ To define the influence of people or events on these change</li> </ul>	<p>By the end of Cycle Three, students interpret social and territorial changes. They present their interpretation of these changes in a production, using various supporting materials. They recognize changes in the geographic and historical contexts at two chosen points in time, describe the changes observed and establish some of their causes and effects. They define the</p>

		<ul style="list-style-type: none"> <li>○ To justify his/her interpretation of the changes</li> <li>○ To perceive traces of these changes in our society and territory</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf</a> page 12/24)</p>	<p>roles of certain people and their interests and the effects of certain events on these changes. They determine how these changes are still evident in the society and territory today. They defend their interpretation to other students. In doing so, they use correct arguments and vocabulary.</p>
	<p>To be open to the diversity of societies and their territories.</p>	<ul style="list-style-type: none"> <li>○ To situate societies and their territories in space</li> <li>○ To perceive the main similarities and differences between societies and between territories</li> <li>○ To define some causes and effects of the differences</li> <li>○ To take a position on the observed strengths and weaknesses of societies and their territories</li> <li>○ To justify his/her view of the diversity of societies and their territories</li> </ul> <p>(<a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_univers-social_EN.pdf</a> page 14/24)</p>	<p>By the end of Cycle Three, students present their views on the diversity of societies and their territories, using various supporting materials. They indicate some differences in the geographic and historical contexts of the societies observed. They describe some similarities and differences in their organization and establish some causes and effects of these similarities and differences. They indicate some strengths or weaknesses in the types of social and territorial organization observed. They compare their views on the diversity of societies and their territories with those of others and defend them. In doing so, they use correct arguments and vocabulary.</p>