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Cycle One of Secondary

Subjects	Targeted competencies		End-of-Cycle Outcomes
English Language Arts	Uses languages/talk to communicate and to learn.	○ 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 (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-cycle-one-secondaire_EN.pdf page 13/45)	The student produces spoken texts for a familiar audience to communicate information, experiences and personal responses on topics of personal or social interest, such as explaining a familiar process to peers or recounting a personal experience. In group discussions, s/he shares a point of view on issues of personal or social significance. Using a communication process, s/he applies various strategies to generate, clarify and expand ideas, and to identify the characteristics of the intended audience, and uses this knowledge to consciously shape the text, e.g. adjust it to the audience's expectations. In the role of producer, s/he adopts a stance to the audience and text. S/he selects a structure that supports the function of the text, and chooses stylistic features and devices for special effect, e.g. humour to entertain the audience or emotional appeals to influence it. The student selects codes, conventions and registers which communicate the intended meaning and are expected by the audience in specific contexts, e.g. a more formal register for an audience of teachers and parents. S/he seeks and responds to peer and teacher feedback and uses it selectively. S/he evaluates the spoken texts of

			others, reinvesting this knowledge into her/his own texts. The student interacts through collaborative talk with peers and teacher in inquiry-based contexts. S/he selects from a repertoire of strategies those needed to support and extend communication and collaboration within the group, such as listening critically and calling on prior knowledge as needed. The student engages in a process of collaborative inquiry as a way of learning and thinking through talk, and participates in problem solving, action research and classroom drama activities to explore problems and issues of personal and social interest, e.g. bullying, fads, current events. In these contexts, and with teacher support, s/he applies strategies such as making and testing hypotheses, e.g. asking “what if?”; collecting and interpreting data, e.g. constructing a theory; exploring tentative solutions to a shared problem; and dramatizing problems through improvisation and role-play, e.g. two characters with opposing points of view. By participating in such activities, the student develops the ability to adopt a stance or assume another point of view on an issue. The student participates as a member of the classroom community by assuming an active role in her/his learning and by self-evaluating her/his development as a learner. S/he organizes and maintains an integrated profile of work done in all

			the competencies of the SELA program and presents it at regular and ongoing student-teacher conferences. S/he develops a process of self-evaluation and reflection to examine her/his progress over the cycle. S/he talks about the processes and strategies s/he uses of learning and thinking through talk, e.g. problem-solving strategies. As well, s/he explores the uses of language in a democratic society by examining how discourse is used in the classroom and in the community.
	Represents her/his literacy in different media.	○ 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 (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-cycle-one-secondaire_EN.pdf page 21/45)	The student participates in a classroom community of readers and producers of the media. S/he collaborates with peers to produce media texts for familiar audiences by negotiating the tests to be produced, assuming production roles within the group, and giving and seeking feedback from peers. S/he adapts the process and strategies s/he uses to her/his specified production context, such as creating a pamphlet on an area of interest for younger children. During the production process, the student draws on preproduction strategies such as immersion into texts to understand their structures; calling on prior experiences with media in many contexts both in and out of school; and accessing resources, such as group expertise and technology. S/he selects textual elements and other resources to produce her/his text. Throughout the production process, s/he revises the text under production, such as checking the

			coherence between text and image, and clarifies and confirms the needs of her/his audience, e.g. by sharing drafts with classmates and intended audience. Through her/his productions, the student demonstrates what s/he knows about how written and visual language and the uses of sound work together to create meaning. The student interprets meaning(s)/message(s) of familiar media texts, drawing on knowledge of known genres and production experiences. S/he identifies some of the common codes and conventions (e.g. news programs have a newscaster, weather-person, reporters) used to construct familiar texts. S/he identifies the way images, signs, symbols, pictures and printed text interrelate to communicate meaning(s) and message(s), such as techniques used in fast-food commercials to appeal to children. S/he identifies the characteristics of target audiences such as age, gender and interests, and describes how the media create texts for a specific audience such as toy commercials during Saturday morning cartoons. In small group discussions, s/he identifies and talks about the stance of different media texts toward issues and concerns of interest to young adolescents, such as current local events, matters of health and well-being, or well-known environmental problems. S/he identifies the stance taken in popular issues, for example, how an anti-smoking public service announcement and a cigarette advertisement

			each represent smoking, as well as how smoking is viewed in our society at this time. Throughout the cycle, the student organizes and maintains an integrated profile of spoken, written and media texts that show her/him in the roles of reader, interpreter and producer of media texts, and as a member of a collaborative team. The student self-evaluates her/his growth as a reader and producer of media texts by presenting her/his profile in student-teacher conferences that take place regularly throughout the cycle, as well as at the end of the cycle. During these conferences, the student is asked to describe current media text preferences and to report changes over time in her/his interests, attitudes and tastes. S/he also explains how the media texts in her/his profile (collected over time) are shaped by purpose and context, as well as by the specific, familiar audiences to whom they are directed. Finally, s/he reflects on the contribution s/he made to a team production.
	Reads and listens to written, spoken and media texts.	○ 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) (http://www.education.gouv.qc.ca/fileadmin/site_we	The student participates in a classroom community of readers, selecting young adult literature and other spoken, written and media texts intended and produced for young adolescents that reflect her/his personal interests and preferences. S/he talks about her/his own reading interests and reads for pleasure and to learn. The student uses reliable reading strategies to make sense of the familiar texts in

		b/documents/education/jeunes/pfeq/PFEQ_english-language-arts-cycle-one-secondaire_EN.pdf page 28/45)	her/his profile and builds meaning by reading the structures, features, codes and conventions of familiar texts to discover their meaning(s) and message(s). When reading less familiar texts, the student calls upon reliable “fix-up”strategies to sustain meaning, including asking the teacher for clarification. S/he reads familiar texts for sustained periods of time without losing the sense s/he is constructing. As the student reads, s/he shifts and combines reading stances to adjust her/his stance to the context for reading – to the purpose, task and audience – in order to construct aesthetic and efferent readings of texts. When responding to a text, s/he demonstrates her/his understanding that reading for information and reading for appreciation involve different stances that focus her/his attention on certain details in a text rather than others, e.g. understands that reading fiction involves entering the world of a text, while watching the news involves reading images, codes and conventions that represent people, ideas and events in a particular way. The student talks about her/his responses with peers and teacher, interrelating details from her/his reading stance, profile and the grammar(s) ofthe text to determine themes and/or ideas and/or information forself. The student’s responses are expressed with clarity, openness and confidence. When working with information, the student adopts a reading stance that allows her/him to

			select, record and categorize information with a familiar audience in mind. The student 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. The expectation is that the student will collaborate with her/his peers throughout the process when working with information. S/he applies these strategies, skills and knowledge in the context of using an inquiry process; in producing media texts; in developing an integrated project; and in maintaining her/his integrated profile. S/he is able to present her findings orally, in the context of a group projector activity, or of a teacher-student conference. Drawing on these discussions as a means of clarifying her/his initial responses, the student follows a process to construct an interpretation of a text that interrelates her/his own world and the world of the text in explicit, personal ways. With guidance, the student is able to talk about how some of the constructed structures, features, codes and conventions of familiar texts are used to achieve a recognized social purpose and/orfunction and/or effect and their impact on her/him as a reader (e.g. science fiction creates a future world in order to examine contemporary problems; feature stories use catchy headlines to position the reader; television melodrama uses codes for beauty, love and fidelity; a card expressing condolences uses particular

			conventions, etc.). S/he begins to weave this early understanding into her/his interpretation(s) with varying degrees of success. Intended for a familiar audience only, these interpretations take both conventional and innovative forms over the two years of the cycleand comprise a balanced representation of spoken, written and media text types by the end of the cycle. Throughout the cycle, the student organizes and maintains a record of her/his development as a reader of the spoken, written and media texts that s/he has read. The student evaluates her/his reading development by presenting her/his Integrated Profile in student-teacher conferences that take place regularly throughout the cycle, as well as at the end of the cycle. During these conferences, the student is asked to describe current text preferences, to report changes over time in her/his interests, to indicate texts that have been recommended to her/him, and to discuss the reading strategies s/he uses and is developing to make sense of spoken, written and media texts.
	Writes a variety of genres for personal and social purposes.	○ 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 the writer, text et context (http://www.education.gouv.qc.ca/fileadmin/site_we	The student selects texts to write based on her/his own personal interests, preferences, purposes and experiences, e.g. children's story, memoir, journal. The student is required to write a variety of texts, including action-planning-based texts, reflective-interpretive-based texts and information-based texts, but s/he is most capable

		b/documents/education/jeunes/pfeq/PFEQ_english-language-arts-cycle-one-secondaire_EN.pdf page 36/45)	when writing narrative-based texts. Where as her/his experience with these other genres/text types is still exploratory by the end of Cycle One, s/he already possesses an extensive repertoire of familiar narrative genres. The student uses narrative in a variety of contexts, moving from those that serve personal functions to beginning to write for more social purposes, i.e. the student gradually moves away from the intimacy of her/his own experience to write from a more distanced stance/point of view. For example, instead of simply telling a story about her/himself and her/his life, such as playing soccer, s/he invents a character who is a soccer player and tells the story from that point of view. Another example would be using narrative to explore the problems between teenagers and their parents, as told from the point of view of the parent. In this way, the student explores a variety of roles as a writer, e.g. self in a journal, child or parent in a story, own memoir or that of a fictional character. Because narrative genres are most familiar to the student, s/he is able to adjust her/his role(s) as a writer to suit the purpose, audience and context, shaping the text accordingly. As well, in negotiation with the teacher and with her/his ongoing guidance, the student is able to initiate, plan and develop a self-selected integrated project, which s/he completes over time and in depth. Within this inquiry s/he produces a variety of texts which are linked according to her/his curiosity, interests, tastes and goals for the

			project. Following an inquiry process adapted to the topic/subject of the project, s/he locates, organizes and synthesizes relevant information to create an authentic context, e.g.background information to re-create a historical period/character, own poetry to present in an anthology or order of information in a process. S/he is able to characterize her/his intended audience of peers in light of their knowledge and expectations about the topic/subject to either inform or entertain them. The student applies her/his knowledge of language and text grammars when s/he writes, which is drawn from her/his immersion into different texts throughout the cycle. S/he selects familiar linguistic and textual structures, features, codes and conventions that meet the demands of her/his chosen text in light of its context, purpose and audience. The structures and features are also used to achieve special effects in her/his writing, such as creating suspense in a story and experimenting with these in a trial-and-error fashion. S/he is most familiar with narrative-based texts and uses this knowledge in different ways, e.g. writing a fairy tale for children, combining autobiography and narrative in a journal. When writing information-based texts for a familiar audience, her/his focus is on reporting information and ideas to them; s/he selects and

			orders information in a way that adds to the meaning(s)/message(s) s/he wants to convey, with varying degrees of success, depending on the complexity of the topic/subject and the context for writing. By writing about her/his own and others' experiences, the student is beginning to develop a few characteristics that her/his teacher recognizes as a writer's voice and style, e.g. use of humour, love of descriptive detail, affinity for action in a narrative or for certain genres. The student participates as a member of the classroom writing community with confidence and commitment and supports her/his peers in the roles of writer and audience in a variety of contexts such as: sharing her/his writing regularly with peers and teacher; giving and receiving feedback; writing collaborative pieces; working with peers to help develop ideas and projects; and recommending stylistic devices and/or texts to try. S/he follows a writing process that includes adapting reliable strategies that s/he has learned over the two years of the cycle to draft, revise and edit a text. These include free-writing and collaborative talk to plan and draft her/his texts, revising by rereading both own and model texts, and editing for familiar, common conventions, such as paragraphing and punctuation. S/he monitors, with teacher support, her/his own work habits, e.g. time, task requirements and resources. S/he demonstrates her/his

			understanding of the writing process as recursive and flexible. The student adapts her/his process and strategies to suit a variety of writing contexts, i.e. not all texts require the same amount of planning, revision and polish (e.g. own journal writing and/or reflections as compared to an adventure story or historical narrative). The student self-evaluates her/his growth as a writer regularly and in different contexts. In conferences with peers and teacher throughout the writing process, the student shows that s/he is consciously reflecting on the text s/he is developing, e.g. thinking about how best to reach her/his audience or about making the world of the text as real as possible. S/he is also able to articulate her/his choices and why s/he feels they are effective in her/his writing, e.g. talking about her/his intentions for the text, stylistic devices, risks s/he is taking, own strengths and preferences as a writer. S/he organizes and maintains her/his integrated profile, which, by the end of Cycle One, shows that s/he has developed a repertoire of familiar and some new texts that demonstrate aspects of her/his writing style; her/his ability to write in different contexts, and for a familiar audience of peers, friends, teacher and younger children; as well as evidence of her/his work methods, including her/his early attempts at written self-evaluation of a few texts. S/he shares her/his integrated profile and talks specifically about the ways her/his writing profile has been

			influenced by peers and teacher, the strategies s/he uses, and her/his own writing preferences and writerly practices, e.g. under what conditions s/he likes to write, why s/he chooses to write, how ideas come to her/him and how s/he records them.
French (Second Language)	Interagir en français.	○ 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 (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-premier-cycle-secondaire.pdf page 17/48)	À la fin du premier cycle du secondaire, l'élève collabore activement à la réalisation de diverses tâches et activités quotidiennes en français. Lorsqu'il interagit à l'oral ou à l'écrit, il respecte son intention de communication et tient compte d'éléments de la situation tels que l'aspect sociolinguistique et les caractéristiques de l'interlocuteur. Il réagit adéquatement aux propos de ce dernier. Son message est intelligible. Il utilise des phrases à structure simple et un vocabulaire concret déjà abordé en classe. Il est capable d'exprimer et de justifier ses besoins et son opinion. Dans ses communications verbales, il se soucie des éléments de la phrase orale afin de mieux transmettre son message. Pour soutenir ses interactions quotidiennes, l'élève communique à l'écrit par de courts messages. Par exemple, il transmet de brèves informations, questions ou consignes pour provoquer une réaction ou une action chez son interlocuteur. Il utilise des éléments tirés des textes abordés ou produits pour alimenter ses interactions. Lors du retour réflexif, il relève les forces et les faiblesses de sa communication. Il a aussi recours à des stratégies d'interaction, de compréhension, de

			production et de régulation pour amorcer, poursuivre et clore ses échanges. Pour faciliter ses interactions avec ses pairs, il adopte une attitude d'écoute active et fait preuve d'ouverture et d'expressivité. Il manifeste de l'intérêt pour les repères culturels dans ses échanges et ses activités en français.
	Produire des textes variés en français.	○ Adopter une démarche de production ○ Diversifier ses expériences de production (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-premier-cycle-secondaire.pdf page 19/48)	À la fin du premier cycle du secondaire, l'élève produit des textes oraux, écrits, visuels ou mixtes, à caractère médiatique ou non. Il peut s'inspirer, pour ce faire, de problématiques issues des domaines généraux de formation. Ces textes découlent d'intentions variées et servent à répondre à des besoins d'ordre personnel, social ou scolaire. L'élève adopte et personnalise une démarche de production. Il respecte l'intention de communication et tient compte de son ou de ses destinataires. Son message est clair et comporte un nombre suffisant d'éléments d'information pour exprimer ses idées. Il se soucie de la pertinence et de l'enchaînement des idées. Il se sert également de marques d'organisation graphique et textuelle pour mieux structurer son texte. Il emploie des phrases à structure simple ainsi qu'un vocabulaire approprié à la situation de communication. Il respecte les éléments de la grammaire du texte et de la phrase qui sont pertinents pour ce type de situation. Par exemple, il vérifie l'orthographe des mots usuels et la ponctuation. Il a recours à des mots, à des expressions, à des connaissances et à des

			éléments culturels rencontrés dans d'autres textes. Il utilise différentes stratégies et ressources pour exprimer ses idées, réviser son texte et le publier. Lorsqu'il produit un texte à caractère médiatique, il a recours à des éléments propres au langage correspondant à ce type de production, en fonction de son intention de communication.
	Lire des textes variés en français.	○ Se donner une démarche de compréhension appropriée ○ Diversifier ses expériences de lecture (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-premier-cycle-secondaire.pdf page 21/48)	À la fin du premier cycle du secondaire, l'élève lit des textes en français par besoin d'information, par plaisir ou afin de répondre à d'autres intentions de lecture. Il lit, observe, écoute et regarde une diversité de textes adaptés à son âge. Il adopte et personnalise une démarche de compréhension de textes. Il démontre de façon manifeste sa compréhension du sens des textes abordés en dégageant des informations essentielles telles que le sujet, les idées principales et secondaires, les personnages, les événements ou les lieux. Pour faciliter sa compréhension, il fait des observations d'ordre linguistique et textuel ou des opérations syntaxiques dans les textes. Ce faisant, il reconnaît des éléments qui les structurent comme les marqueurs de relation, les paragraphes ou la conclusion. Lorsqu'il aborde un texte à caractère médiatique, il identifie quelques éléments qui sont propres au langage utilisé dans ce type de texte. Avec l'aide de ses pairs, il distingue l'information journalistique des autres types d'information (publicité, fiction,

			divertissement). Avec du soutien, il recherche et identifie dans les textes des éléments issus de la culture francophone d'ici et d'ailleurs. Il exprime ses préférences et soutient son point de vue. Il utilise différentes stratégies de compréhension, d'interaction ou de régulation, ainsi que d'autres ressources appropriées à la situation. Il réinvestit sa compréhension de textes écrits, oraux ou visuels, à caractère médiatique ou non, dans ses productions ou ses interactions.
Mathematics	Solves a situational problem.	○ Decodes the elements that can be processed mathematically ○ Represents the situational problem by using a mathematical model ○ Works out a mathematical solution ○ Shares information related to the solution ○ Validates the solution (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-premier-cycle-secondaire_EN.pdf page 13/35)	By the end of Secondary Cycle One, students solve situational problems involving many items of given information and relating to one or more of the branches of mathematics. They use the various types of representations correctly, varying them from one situation to another depending on the context. They correctly use their relevant networks of mathematical concepts and processes. They work out a solution (a procedure and a final answer) by applying different strategies. They validate this solution and explain it using precise everyday and mathematical language. Solving a situational problem involves using concepts and processes specific to each branch of mathematics. • In arithmetic, students choose operations and apply the processes involved in performing them, taking into account the properties of these operations and the order in which they should be performed; they interpret the different types of numbers used, in light of the context.

			• In algebra, students generalize a situation using an algebraic expression. When this expression is an equation, they determine and interpret the unknown in light of the context. • In probability theory, students carry out activities involving enumeration and calculate probabilities.They interpret them and make decisions, where applicable. • In statistics, students devise a questionnaire, if necessary, as well as organize, present and analyze survey data. • In geometry, students construct figures, identify properties as well as the relationships between the properties of figures and use definitions. In calculating lengths and areas, they reason with regard to formulas by manipulating numerical or algebraic expressions and interpret their results.
	Uses mathematical reasoning.	○ Forms and applies networks of mathematical concepts and process ○ Establishes conjectures ○ Constructs proofs (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-premier-cycle-secondaire_EN.pdf page 16/35)	By the end of Secondary Cycle One, students use the different types of mathematical thinking to define the situation and propose conjectures. They apply concepts and processes appropriate to the situation and try different approaches in order to determine whether they should confirm or refute their conjectures. They validate them either by basing each step of their solution on concepts, processes, rules or statements that they express in an organized manner, or by supplying counterexamples. Among other things, the use of mathematical reasoning involves applying concepts and

			processes relating to each branch of mathematics. • In arithmetic, students call upon number and operation sense and use the equivalence between number representations or numerical expressions. They perform operations with numbers and apply the concepts of ratio, rate and proportion as well as multiplicative strategies, for example, in making conjectures related to proportional situations. • In algebra, students interpret, construct and manipulate algebraic expressions. • In probability theory, students use the concepts of enumeration and event to calculate probabilities. • In statistics, students process data (i.e. they organize, display and analyze one or more aspects of a survey). • In geometry, students make simple deductions based on definitions and properties in order to determine the value of unknown measurements, for example.
	Communicates by using mathematical language.	○ Analyzes situation involving mathematical communication ○ Interprets or conveys mathematical messages ○ Produces a mathematical message (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-premier-cycle-secondaire_EN.pdf page 18/35)	By the end of Secondary Cycle One, students interpret or produce oral or written messages relating to all the branches of mathematics covered in this program. They use appropriate mathematical and everyday language and choose different types of suitable representations. The messages are clear and coherent given the situation and the audience. If necessary, students can explain them.

			Different concepts and processes must be brought into play in each branch of mathematics. • In arithmetic and algebra, students use symbolic expressions that result from modelling or generalizing the relationships between numbers. • In statistics and probability theory, students explain the counting procedure they use, and they organize, represent and interpret data. • In geometry, students describe and interpret geometric figures. They produce and interpret formulas to find unknown measurements.
Science et Technology	Seeks answers or solutions to scientific or technological problems.	○ Defines a problem ○ Chooses en investigation or design scenario ○ Carries out the procedure ○ Analyzes his/her results or solution (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_science-technologie-premier-cycle-secondaire_EN.pdf page 13/27)	By the end of Secondary Cycle One, students engage in both a scientific inquiry process and a technological design process. They determine whether a given situation is scientific or technological in nature or whether it involves both these dimensions. They adjust their approach accordingly and switch from one process to the other if necessary. With regard to the scientific inquiry process, students formulate relevant questions or offer tentative explanations, using them to form testable hypotheses or make plausible predictions. They are able to justify their hypotheses or predictions. They develop their procedure and, when appropriate, control at least one variable that can influence the results. In developing their procedure, they choose the tools, equipment and materials they will need

			from among the resources at their disposal and, if necessary, use information and communications technologies. They implement their procedure, working safely and making adjustments whenever necessary. They gather valid data by correctly using the tools or instruments they have chosen. They analyze the data they have gathered, using it to formulate relevant conclusions or explanations. If applicable, they then propose new hypotheses or suggest ways of modifying their procedure. As for the technological design process, students define a need or become familiar with the specifications. They examine the need and, in light of this analysis, identify a problem to be solved. They take into account the constraints involved in making and using the technical object. They study its operating principles, draw diagrams illustrating them and identify the scientific and technological concepts involved.They consider a number of solutions and choose the one that seems the most appropriate. They study 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. They build a prototype that is consistent with their solution, working safely in the process. If necessary, they adjust their procedure. They check if the prototype works and if the solution meets the

			identified need or conforms to the specifications.
	Makes the most of his/her knowledge of science and technology.	○ Identifies the effects of science and technology ○ Understands how technical objects work ○ Understands natural phenomena (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_science-technologie-premier-cycle-secondaire_EN.pdf page 15/27)	By the end of Secondary Cycle One, students deal with situations or questions relating to natural phenomena, current events, everyday problems or the major issues of the day. They analyze them from a scientific or technological point of view by referring to one or more branches of science and technology. When students analyze a situation from a scientific point of view, they define the phenomenon in question and identify the scientific components. They propose explanations or tentative solutions and then develop them on the basis of certain scientific concepts, laws, theories and models. When students analyze a situation from a technological point of view, they determine the function of a technical object and examine how it works. They handle the object and,if necessary, take it apart to understand its main systems and mechanisms. They describe the operating principles of the object using relevant scientific and technological concepts. They explain the solutions they choose for making the object. If applicable, students study the advantages and disadvantages of different possible solutions as part of the decision-making process. They identify the impact of their decision, focusing in particular

			on its environmental and ethical repercussions.
	Communicates in the languages used in science and technology.	○ Participates in exchanging scientific and technological information ○ Divulges scientific or technological knowledge or results ○ Interprets and produces scientific and technological messages (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_science-technologie-premier-cycle-secondaire_EN.pdf page 17/27)	By the end of Secondary Cycle One, students interpret and produce oral, written or visual messages relating to science and technology. They correctly use the languages associated with science and technology, including mathematical and symbolic language as well as everyday language. They produce clear, well-structured and well-worded messages and follow conventions. If necessary, they adapt their messages to their target audience. Using everyday language, they are able to explain the messages they have produced or interpreted.
Geography	Understands the organisation of a territory.	○ Deconstructs landscapes in the territory ○ Grasps the meaning of human actions with regard to the territory ○ Relates different geographic scales ○ Uses cartographic language (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_geographie-premier-cycle_EN.pdf page 11/35)	The student 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. The student 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. The student considers the organization of the

			territory as a whole by using scales of analysis appropriately to highlight: – new phenomena; – external influences.
	Interprets a territorial issue.	○ Considers how the territorial issue is dealt with ○ Evaluates the proposals of the groups involved ○ Describes the complexity of the territorial issue (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_geographie-premier-cycle_EN.pdf page 13/35)	The student cites elements that are relevant to the territorial issue by referring to: – exact and specific elements; – appropriate concepts. The student describes the dynamics of the territorial issue by showing: – how the basic elements of the issue interact; – connections between the concepts; – power struggles. The student expresses a well-founded opinion when it is based on: – several points of view; – the relation among several scales of analysis; – consideration of the consequences of the proposals for the territory; – consideration of individual and collective interests.
	Constructs his/her consciousness of global citizenship.	○ Shows the global nature of a geographic phenomenon ○ Examines humans actions in terms of the future ○ Evaluates solutions to global issues (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_geogra	The student shows the global nature of a phenomenon by taking into account: – the diversity of manifestations of this phenomenon in the world; – the establishment of networks and movements among territories.

		phie-premier-cycle_EN.pdf page 15/35)	The student considers the impact of human actions on the future of the planet by taking into account: – the consistency of these human actions with 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. The student defends his/her opinion by basing it on: – the effectiveness of the solutions proposed; – sustainable development.
History and Citizenship Education	Examines social phenomena from a historical perspective.	○ Contemplates the past of social phenomena ○ Considers social phenomena in terms of duration ○ Looks at social phenomena in their complexity (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_histoire-education-citoyennete-premier-cycle_EN.pdf page 11/35)	The student 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 the present. The student 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.

			The student 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; – organizing his/her questions logically; – demonstrating critical judgment with regard to sources and interpretations.
	Interprets social phenomena using the historical method.	○ Establishes the factual basis of social phenomena ○ Explains social phenomena ○ Puts his/her interpretation of social phenomena in perspective (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_histoire-education-citoyennete-premier-cycle_EN.pdf page 13/35)	The student uses historical knowledge by: – taking into account his/her various questions; – displaying a concern for accuracy in the establishment of the facts; – basing his/her reasoning on concepts. The student presents his/her historical knowledge coherently by: – making appropriate connections among concepts; – making appropriate connections among facts; – relating the concepts to the facts. The student uses rigorous historical reasoning by: – basing his/her argument on a critical analysis of the sources; – arguing on the basis of facts rather than opinions; – reaching conclusions that are consistent with the evidence and the argument presented.

			The student takes perspective into consideration by: – indicating similarities and differences between societies; – establishing a link between past and presen; t– taking into account the need to critique the frame of reference of authors cited as sources; – qualifying his/her interpretation.
	Constructs his/her consciousness of citizenship through the study of history	○ Seeks the foundations of his/her social identity ○ Considers the factors that governs social participation ○ Establishes the contribution of social phenomena to democratic life ○ Understands the purpose of public institutions (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_histoire-education-citoyennete-premier-cycle_EN.pdf page 15/35)	The student 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 link between past and present. The student 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. The student 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.

Cycle Two of Secondary

Subjects	Targeted competencies		End-of-Cycle Outcomes
English Language Arts	Uses language/talk to communicate and to learn.	○ Establishes a repertoire of resources for communicating and learning in specific contexts ○ Participates in the social practices of the classroom and community in specific contexts ○ Interacts with peers end teacher in specific contexts (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-cycle-two-secondaire_EN.pdf page 15)	The student draws on a repertoire of resources to communicate and to learn in specific contexts. S/he demonstrates understanding of the affordances of spoken language by incorporating the aesthetic qualities of spoken language, such as sound qualities, into spoken texts for special effects. S/he uses rhetorical strategies to create a relationship with an audience and to achieve a desired purpose, and adapts these strategies in different contexts. As well, the student adjusts theregister to meet the demands of a specific context, e.g. when presenting a spoken text in a more formal setting. The student uses knowledge of the affordances of genres when selecting one for a specific purpose. Also, the student draws on a range of strategies for collecting data for specific purposes. The student interacts with peers and teacher in collaborative talk groups and action research groups. S/he selects from a repertoire of strategies those needed to support knowledge-building within the group, such as assuming the stance of a critical listener and negotiating meaning with peers by questioning and challenging different viewpoints. The student

			applies a process of collaborative inquiry to learn and think through talk, and participates in action research projects to examine problems and issues of both personal and social significance, e.g. consumerism, violence in schools, environmental issues. In these contexts, s/he applies strategies such as making and testing hypotheses, collecting and interpreting data, theorizing, and developing tentative solutions to problems. The student is able to use the required genres and their conventions, e.g. can report on a topic to an audience and persuade an audience to act in a desired manner. The student participates as a member of the classroom by assuming an active role in her/his learning and by evaluating her/his development as a learner. S/he designs an independent unit of study and presents it to peers and teachers in an organization of her/his choice. The student also organizes and maintains an Integrated Profile of work done in all the competencies of the programand presents it at regular student-teacher conferences. S/he uses a process of self-evaluation and reflection to examine her/his work over the cycle. S/he talks about the processes and strategies s/he uses for communicating and learning through talk, e.g. collaborating with peers, debating issues, interviewing. As well, the student initiated activities and projects that examine school and community language practices, e.g. an

			exploratory ethnographic research project. By the end of Cycle Two, the student is a self-motivated communicator and resourceful learner, one who has taken an active role in the classroom and community during the secondary school years. Through the many and varied negotiations with peers and teacher, the student has developed an individual voice and is confident in expressing opinions, raising questions, articulating thoughts and making critical judgments.
	Reads and listens to written, spoken and media texts.	○ 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 classroom community ○ Interprets the relationship(s) between reader, text and context in light of own response(s) (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-cycle-two-secondaire_EN.pdf page 35)	The student participates in a classroom community, reading spoken, written and media texts that reflect her/his personal interests and preferences as well as those that expand her/his reading profile. S/he talks about her/his own reading interests and reads for pleasure and to learn. The student has developed a repertoire of reliable reading strategies that s/he draws on to make sense of both the familiar texts in her/his profile and those that are less familiar. The student builds meaning by considering the interrelationship(s) between the structures, features, codes and conventions of texts, the context in which they were produced and the significance and/or impact they have on self as reader. The student demonstrates the ability to shift and combine reading stances in relation to the context

			for reading, i.e.purpose, task and audience. The student shares her/his responses with teachers and peers with clarity and confidence. In these discussions, s/he draws on readingstance and profile to locate textual details that justify and extend the meaning(s) s/he finds in the text. When involved in research, the student uses effective strategies to construct and organize her/his controlling idea(s), research question(s) or information into a coherent text. The student follows a process to construct an interpretation of a text that interrelates her/his own world and the world of the text in explicit ways. The student is able to interrelate how the constructed nature of a text, i.e. its structures, features, codes and conventions, are used to achieve a recognized social purpose and their impact on her/him as a reader. As well, the student considers her/his own characteristics as a reader (e.g. opinions,values, experiences, point of view), the characteristics of the writer/producer of a text (e.g. purpose, intent, motive, message), the context in which the text is produced and the degree to which it is open or closed to interpretation. When working with familiar concepts and genres, s/he weaves this understanding into her/his interpretation(s) with confidence and fluency. Intended for a specified audience, these interpretations take both conventional and innovative forms over the three years of the cycleand comprise a balanced

			representation of spoken, written and media texts by the end of Cycle Two. Throughout the cycle, the student organizes and maintains a record of her/his development as a reader of spoken, written and media texts. S/he evaluates her/his reading development by presenting her/his Integrated Profile in student-teacher conferences that take place regularly throughout the cycle, as well as at the end of the cycle. During these conferences, the student describes current text preferences, reports changes over time in her/his interests, indicates texts that have been recommended to her/him, and discusses her/his repertoire of reading strategies. By the end of Cycle Two, the student is conscious of her/his reading profile, the purposes and pleasures s/he finds in reading and views her/himself as a lifelong reader.
	Produces texts for personal and social purposes.	○ Extends repertoire of resources for producing texts ○ Constructs a relationship between writer/producer, text and context ○ Adapts a process to produce texts in specific contexts (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_english-language-arts-cycle-two-secondaire_EN.pdf page 50)	The student produces a range of self-selected and assigned texts with a balance of written, media, multimodal and multi genre texts from the required genres. The student draws from her/his repertoire to adopt roles that serve both personal and social functions, depending on the context, e.g. self in a journal, authority when writing about literature, eye-witness in a TV news program. The student characterizes an audience by identifying aspects such as age, gender and knowledge of the topic, and by usingmeans such as polls, surveys, interviews and feedback

			conferences. Using this information, the student structures a text to suit the targeted audience. As well, s/he reworks a text intended for oneaudience to suit another, rewriting a newspaper article as a radio broadcast, storyboarding key scenes from a novel. By tailoring texts to address the needs of a variety of audiences and by adopting different roles to suit the context, the student demonstrates understanding of the rhetorical nature of communication. The student conducts research as a writer/producer, locating, organizing and synthesizing relevant content information to create an authentic context, e.g. background information to re-create a historical period/character, factual support for a news report or essay. S/he selects structures, features, codes and conventions to meet the demands of her/his chosen text in light of its context, and to achieve special effects,such as commentary over images in a news story or flashback to tell a story. The student has developed elements of a recognizable style, e.g. affinity for certain themes and/or genres, use of humour, patterns of imagery. S/he adjusts media codes such as camera language, symbolic language and colour to best get her/his message across, e.g. using a close-up of a child's hand reaching for a gun in a public service announcement. With knowledge gained from the immersion process into the

			required genres, s/he demonstrates what s/he knows about how sound, word and image work together to create meaning in her/his own productions. The student participates as a member of the classroom community and support peers in the roles of writer/producer and audience member. S/he adapts process and strategies to suit a variety of contexts, including using resources such as group expertise and available technology, revision strategies such as checking the coherence between text and image, and sharing drafts with classmates. The student monitors her/his own work habits, e.g. prioritizes tasks, organizes materials and respects deadlines. In regular conferences with peers and teacher, the student shows that s/he reflects about the text(s) s/he is producing. S/he describes choices and why s/he feels they are effective, e.g. intentions for the text, risks taken, preferences as a writer/producer, and how these have changed over time. S/he contributes material to her/his Integrated Profile, which includes a repertoire of texts that demonstrate aspects of her/his style, strategies used and evidence of work methods and practices, including written self-evaluations of certain texts and reflections on working collaboratively.

French (Second Language)	Interagir en français.	○ Participer à des interactions ○ S'approprier la démarche intégrée d'interaction, de compréhension et de production ○ Mettre à profit ses connaissances sur la langue et la culture (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-deuxieme-cycle-secondaire.pdf page 18)	À la fin du deuxième cycle du secondaire, l'élève utilise en tout temps et de façon spontanée le français. Il participe activement à toutes les situations de communication et à toutes les tâches quotidiennes. Il est capable, entre autres, de présenter un problème et ses solutions ou de justifier son opinion à l'aide d'arguments convaincants. Il contribue à la vie de la classe en partageant ses points de vue, ses expériences et ses connaissances. Il se montre respectueux et curieux à l'égard de son interlocuteur, de la langue française et de la culture francophone. Lorsque la situation le requiert, l'élève mobilise la démarche intégrée d'interaction, de compréhension et de production. Il cerne les caractéristiques des éléments de la situation et adapte sa démarche et son message en conséquence. Il prépare et oriente son interaction en fonction du sujet traité et de l'intention de communication qu'il s'est donnée. Il mobilise des stratégies et des ressources humaines et matérielles pertinentes et variées, et régule son interaction. Il réinvestit, dans ses communications, les connaissances linguistiques, culturelles ou générales qu'il a acquises ainsi que des idées tirées de ses interactions et de textes qu'il a abordés ou produits. Sa compréhension des propos de son interlocuteur, du sujet ou du contexte lui permet d'intervenir ou de réagir de façon adéquate. Lors du retour réflexif, il identifie ses forces et cible les aspects de sa démarche et

			de ses interactions qu'il doit améliorer. L'élève s'exprime avec clarté et communique avec une certaine aisance. Son message est cohérent. Pertinentes et en nombre suffisant, ses idées lui permettent de soutenir son intention de communication. Il tient compte des éléments de la grammaire du texte et de la phrase qui ont une incidence sur le sens de son message et corrige certaines erreurs de forme ou de contenu. Il utilise un vocabulaire approprié qui lui permet de bien se faire comprendre. Il respecte également la plupart des conventions de la communication.
	Lire des textes variés en français.	○ Diversifier ses expériences de lecture ○ S'approprier la démarche intégrée d'interaction, de compréhension et de production ○ Se situer par rapport au texte (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-deuxieme-cycle-secondaire.pdf page 23)	À la fin du deuxième cycle du secondaire, l'élève lit et comprend avec facilité une diversité de textes de forme orale, écrite, visuelle ou mixte susceptibles de répondre aux besoins scolaires, personnels, sociaux ou professionnels d'un jeune de son âge. Il se sert du bilan de ses lectures pour prendre conscience de ses préférences en tant qu'auditeur, lecteur ou spectateur et pour diversifier encore plus ses expériences de lecture.,Il écoute, lit ou visionne des documents par plaisir, par besoin d'information et pour s'ouvrir davantage à la société québécoise et à la culture francophone, et il adopte une attitude positive à l'égard de la lecture. L'élève mobilise la démarche intégrée d'interaction, de compréhension et de production et l'adapte à la situation et à ses besoins de

			lecteur. Il planifie sa lecture en fonction de son intention. Lorsqu'il lit un texte, il distingue les caractéristiques des éléments de la situation de communication, constate le rôle qu'ils ont joué dans la création du texte et reconnaît leur importance pour en construire le sens. Il mobilise à bon escient et de façon adéquate des stratégies et des ressources humaines et matérielles de son environnement immédiat, et sélectionne les plus appropriées. Il régule sa démarche et fait un retour réflexif sur celle-ci afin d'évaluer ses forces et de juger des aspects à améliorer. Enfin, il porte un jugement sur la qualité de sa compréhension. Pour dégager le sens global d'un texte, l'élève s'appuie sur les marques d'organisation textuelle et sur l'organisation textuelle elle-même. Afin d'en interpréter correctement le sens, il met en relation les idées exprimées et les notions grammaticales utilisées, et il établit des liens entre ce qu'il connaît du sujet, le contexte et le destinateur. Il se situe par rapport à la position adoptée par l'auteur et aux idées exprimées dans le texte. L'élève observe, note et interprète les procédés utilisés dans les médias ainsi que les éléments culturels présentés de façon explicite ou implicite dans les textes. Il fait également preuve de sens critique à l'écart des idées et des valeurs véhiculées dans un texte. Il formule son point de vue sur la présentation, la forme et le contenu du

			texte.
	Produire des textes variés en français.	○ Diversifier ses expériences de production ○ S'approprier la démarche intégrée d'interaction, de compréhension et de production ○ Se situer en tant que communicateur (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_francais-langue-seconde-base-deuxieme-cycle-secondaire.pdf page 28)	À la fin du deuxième cycle du secondaire, l'élève produit de nombreux textes de forme orale, écrite, visuelle ou mixte qui découlent d'intentions variées. Il diversifie ses productions en variant les caractéristiques des éléments de la situation de communication. Entre autres, il partage son point de vue, exprime le doute, présente une hypothèse, s'interroge ou se prononce sur divers sujets se rapportant à sa vie scolaire, personnelle, sociale ou professionnelle. Il utilise une variété de supports et communique avec une certaine aisance avec différents types de destinataires. Il s'engage dans ses productions, accueille favorablement les commentaires de ses pairs et fait des commentaires constructifs sur leurs productions. Il se montre respectueux à l'égard de son destinataire, de la langue française et de la culture francophone. Lorsqu'il produit un texte, l'élève mobilise une démarche qu'il adapte à ses besoins et à la situation de communication. Il planifie la tâche et le contenu de son texte en fonction de son intention et des autres caractéristiques des éléments de la situation de communication. Pour construire le sens du texte, il sélectionne des éléments linguistiques ou culturels pertinents. Il mobilise à bon escient et de façon adéquate une variété de stratégies et de ressources humaines et matérielles. Il régule sa démarche et la

			production de son texte. S'il produit un texte médiatique, il utilise des éléments propres à ce langage en fonction du message qu'il veut transmettre. Au cours de son retour réflexif, il porte un jugement sur sa démarche et sur la qualité de sa production et y apporte les correctifs nécessaires. Il détermine ses forces et les aspects qu'il doit améliorer comme producteur de textes en français. L'élève structure son texte de manière adéquate. Il exploite différentes séquences textuelles et utilise des marqueurs de relation appropriés. Il respecte également les règles de cohérence. Ses idées sont pertinentes et soutiennent son intention. Il transmet son message de façon claire dans un texte qui comporte suffisamment d'informations pour appuyer ses propos et il fait progresser l'information. Il s'assure de l'enchaînement des idées exprimées ainsi que de la relation temporelle entre les éléments de son texte. Il construit correctement ses phrases et utilise un vocabulaire concret ou abstrait approprié au sujet traité. Il orthographie correctement les mots usuels et respecte les règles d'accord courantes et les éléments du langage oral. Il intègre des repères culturels et des éléments médiatiques qui lui permettent de compléter ou d'enrichir ses idées ou ses productions.

Mathematics	Solves a situational problem.	○ Decodes the elements that can be processed mathematically ○ Represents the situational problem by using a mathematical model ○ Shares information related to the solution ○ Validates a solution ○ Works out a mathematical solution (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-deuxieme-cycle-secondaire_EN.pdf page 20-21)	By the end of Secondary Cycle Two,students in all three options solve situational problems involving several steps. They know how to use various strategies represent a situational problem, workout a solution and validate this solution. If necessary, they explore different possible solutions and use concepts and processes specific to one or more branches of mathematics. They provide a structured solution that includes a procedure and a final answer, and they are able to justify and outline the steps in their solution using mathematical language. Lastly, they know how to make proper use of the instruments (software or other tools) that are necessary or appropriate for solving a situational problem.
	Uses mathematical reasoning.	○ Makes conjectures ○ Constructs and uses networks of mathematical concepts and processes ○ Constructs proofs (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-deuxieme-cycle-secondaire_EN.pdf page 29-30)	By the end of Secondary Cycle Two, students in all three options use the different types of thinking specific to each branch of mathematics when addressing a given situation or phenomenon. They make conjectures, apply appropriate concepts and processes, and confirm or refute their conjectures by using various types of reasoning. They also validate conjectures by basing each step in their proof on concepts, processes,rules or postulates, which they express in an organized manner.

	Communicates by using mathematical language.	○ Interprets mathematical messages ○ Makes adjustments in communicating a mathematical message ○ Produces and conveys mathematical messages (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_mathematique-deuxieme-cycle-secondaire_EN.pdf page 39-40)	By the end of Secondary Cycle Two,students in all three options are able to produce and convey oral and written messages that are unambiguous, coherent and adapted to the situation and the audience. Students are also able to interpret and analyze mathematical message, to assess it critically and to improve it so that it meets the requirements of the situation. They use their ability to decode, describe, translate, transpose, representing schematize, taking into account the subject and purpose of the message. In all cases, they use mathematical language appropriately by drawing on different registers of semiotic representation to show their understanding of a concept or message.
Science et Technology	Seeks answers or solutions to scientific or technological problems.	○ Defines a problem ○ Develops a plan of action ○ Analyzes his/her results ○ Carries out the plan of action (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_science-technologie-deuxieme-cycle-secondaire_EN.pdf page 13)l	By the end of Secondary Cycle Two, students are able to apply a problem-solving process. They start by defining the goal to be achieved or the need to be identified as well as the conditions involved. They formulate or reformulated questions based on data related to the problem. They come up with realistic hypotheses or possible solutions that they can justify. They develop their plan of action by selecting methods and strategies in order to achieve their goal. They control important variables that could have an effect on their results. In the development of their plan of action, they select the relevant conceptual tools, equipment and materials from among those made available.

			They apply their plan of action in a safe manner and make any necessary adjustments. They collect valid data by correctly using the selected materials and equipment. They take the precision of the tools and equipment into account. In science, they analyze the data collected, using it to formulate relevant conclusions or explanations. In technology, they test their solution to make sure that it meets the needs identified or the requirements in the specifications. If necessary, they propose new hypotheses, improvements to their solution, or new solutions. If necessary, they use information and communications technologies.
	Makes the most of his/her knowledge of science and technology.	○ Puts scientific or technological issues in context ○ Understands the scientific principles underlying the issue ○ Understands the technological principles underlying the issue ○ Forms an opinion about the issue (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_science-technologie-deuxieme-cycle-secondaire_EN.pdf page 16)	By the end of Secondary Cycle Two, students are capable of dealing with situations and questions relating to current events and the major issues of the day and analyzing them from the point of view of science and technology. They define the issue, explore its different aspects (e.g. social, environmental, economic, political) and identify any ethical questions at stake. When necessary, they are able to evaluate the long-term consequences of the issues raised. When students analyze a problem from a scientific point of view, they attempt to recognize the underlying principles. They propose explanations or tentative solutions and validate them using the relevant concepts, laws, theories

			and models. They can describe the scientific principles in qualitative terms and, when necessary, use mathematical formalism to justify their explanation. When students analyze a problem from a technological point of view, they determine the overall function of the object, technological system or product. They examine it in order to observe its main components. They handle the object or system and, if necessary, take it apart to understand its main subsystems and mechanisms. They describe its operating principles using relevant concepts, laws and models. They explain the solutions they chose for designing or making the technical object or technological system. After exploring different aspects (e.g. social, environmental, economic, political) or different ethical questions related to the issue, the students seek resources expressing different points of view. They give priority to information they deem important, paying special attention to the reliability of their sources. Thus, they form an opinion based among other things on scientific and technological principles. They are capable of justifying their opinion and reconsidering it in the light of new information.

	Communicates in the language used in science and technology.	○ Participates in exchanging scientific and technological information ○ Interprets scientific and technological messages ○ Produces and shares scientific and technological messages (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_science-technologie-deuxieme-cycle-secondaire_EN.pdf page 20)	By the end of Secondary Cycle Two, students can interpret and produce oral, written or visual messages relating to science and technology. When interpreting messages, they use the language associated with science and technology. They correctly use scientific, technological, mathematical, symbolic and everyday language depending on the situation. They take the reliability of their sources into account. If necessary, they define the words, concepts and expressions used by referring to reliable sources. They review all the information consulted and then identify and use the elements they deem relevant and necessary for an accurate interpretation of the message. They produce clear, well-structured and well-worded messages and follow conventions, while using the appropriate means of presentation. They select and adequately use tools such as information and communications technologies, which help them deliver their message. If necessary, they adapt their messages to their target audience. Using everyday language, they are able to explain the messages they have produced or interpreted. When necessary, they compare their ideas with those of others. They defend their ideas, but adjust them when other people's arguments can help fine-tune their thinking. They always respect intellectual property rights in producing their

			messages.
History of Quebec and Canada (Secondary III and IV)	Characterizes a period in the history of Quebec and Canada.	○ Establishes historical facts ○ Establishes a chronology ○ Considers geographical features (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_histoire-quebec-canada_2017_EN.pdf page 11)	<u>The experience of the Indigenous peoples and the colonization attempts</u> Explaining how relations among the Indigenous peoples and their knowledge of the territory contributed to the exploitation of its resources by the French and to their attempts at settlement. <u>The evolution of colonial society under French rule</u> Explaining the relations between the colonial society and France. <u>The Conquest and the change of empire</u> Explaining how the change of empire affected colonial society. <u>The demands and struggles of nationhood</u> Explaining the rise of nationalism in a colony seeking political autonomy <u>The formation of the Canadian federal system</u> Explaining the establishment of a political framework within a period of sociodemographic and economic unrest. <u>Nationalisms and the autonomy of Canada</u> Explaining the preservation of Québec's particular language-related and cultural features at a time when Canada's political, economic and socio-cultural autonomy was being redefined. <u>The modernization of Québec and the Quiet Revolution</u> Explaining the evolution of mores in Québec at a time when the province's institutions and the role of the state were undergoing significant change.
	Interprets a social phenomenon.	○ Defines the object of interpretation ○ Analyzes a social phenomenon ○ Ensures the validity of his/her interpretation (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_histoire-quebec-canada_2017_EN.pdf page 14)	

			Societal choices in contemporary Québec Explaining the cultural, economic,political, social and territorial circumstances that have led, are leading or will lead the people of Québec to make important demographic, environmental, technological and other choices.
Contemporary World (Secondary V)	Interprets a contemporary world problem.	○ Defines the problem ○ Analyzes the problem ○ Considers the problem as a whole ○ Critically assesses his/her process (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_monde-contemporain-2-unites_2017_EN.pdf page 12)	The student uses rigorous reasoning by: – using facts related to the problem; – establishing connections among facts in his/her explanation of the problem; – using concepts appropriately. The student develops a clear overview by: – interrelating elements of the problem; – identifying similarities and differences in the forms the problem takes in the world; – identifying global trends. The student critically assesses his/her process by: – identifying the learning acquired; – indicating in what respect the strategies used were effective and in what respect they were not; – indicating other contexts in which the learning could be applied.
	Takes a position on a contemporary world issue.	○ Examines some points of view on the issue ○ Considers the media treatment of the issue ○ Debates the issue	The student establishes a critical distance by: – making connections between the views of actors and their interests and values; – identifying the advantages and disadvantages of the solutions proposed.

		○ Considers opportunities for social action ○ Critically assesses his/her process (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_monde-contemporain-2-unites_2017_EN.pdf page 16)	The student expresses a well-founded opinion by: – taking into account the influence of the actors on his/her opinion; – basing his/her opinion on cogent arguments; – suggesting possible actions. The student critically assesses his/her process by: – identifying the learning acquired; – indicating in what respect the strategies used were effective and in what respect they were not; − indicating other contexts in which the learning could be applied.
Financial Education (Secondary V)	Takes a position on a financial issue.	○ Assesses the situation ○ Examines different options ○ Considers the legal aspects of each option ○ Puts his/her position in perspective (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_education-financiere_2018_EN.PDF page 8)	The Financial Education program aims to: – help students develop critical judgment in managing their personal finances; – help students develop the confidence and self-knowledge needed for financial well-being. The program focuses on what Secondary V students need to manage their personal finances. It will examine situations with which they are already familiar or that they may encounter in the near future. The following three financial issues are examined in the program: *Consuming goods and services*, *Entering the workforce* and *Pursuing an education*. Each of these issues involves different options whose analysis requires students to exercise critical judgment, use their ability to make choices and estimate the

			opportunity cost, and take applicable legislation into account. The financial issue *Consuming goods and services* shows concept of: - Consumption; - Debt; - Savings; - Purchasing power. The financial issue *Entering the workforce* shows concept of: - Taxation; - Remuneration; - Employment. The financial issue *Pursuing an education* shows concept of: - Financing; - Training; - Qualifications.