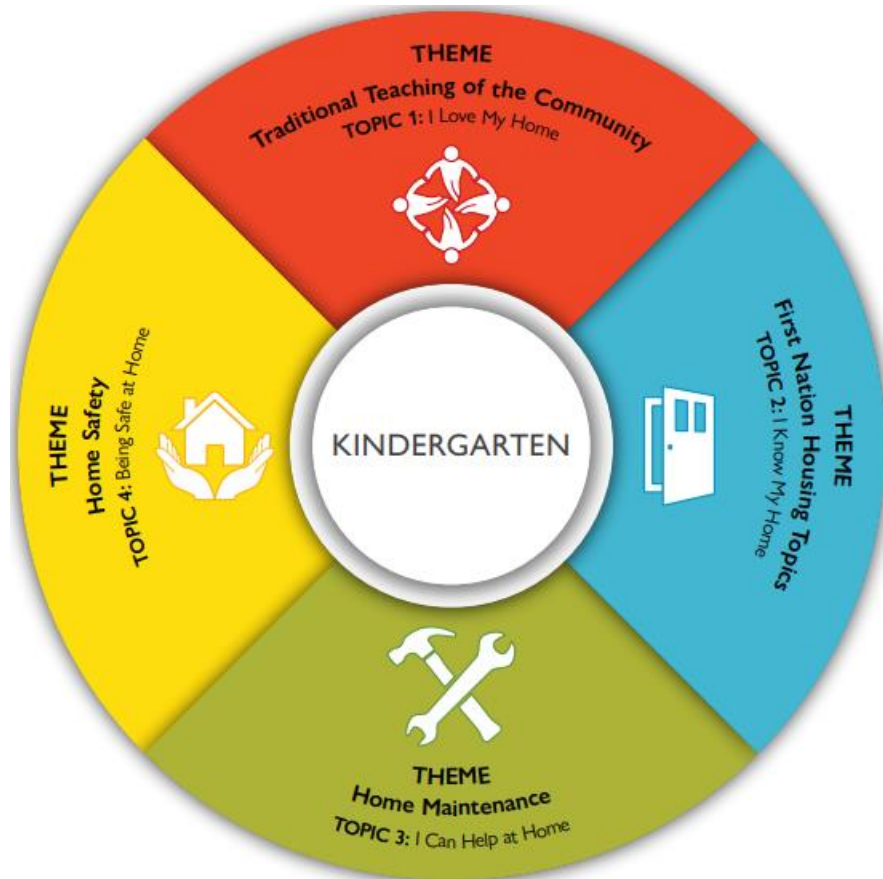




Kindergarten Curricular Outcomes for Quebec



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Geography, History and Citizenship Education
Cycle one

Human elements

2.1 Demographic situation

- a. Names groups he/she belongs to (family, friends, sports teams, class).



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Mathematics

A. Natural numbers less than 1,000

1. Counts or recites counting rhymes involving natural numbers
 - a. Counts forward from a given number.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Physical Education and Health

Competency 3: To adopt a healthy, active lifestyle

A. Lifestyle habits

1. Explains in his/her own words the concepts of lifestyle habits and health (action often carried out every day for one's health; state of physical and psychological well-being).
-

TOPIC 4 THEME: Home Safety

Curricular Outcome

Physical Education and Health

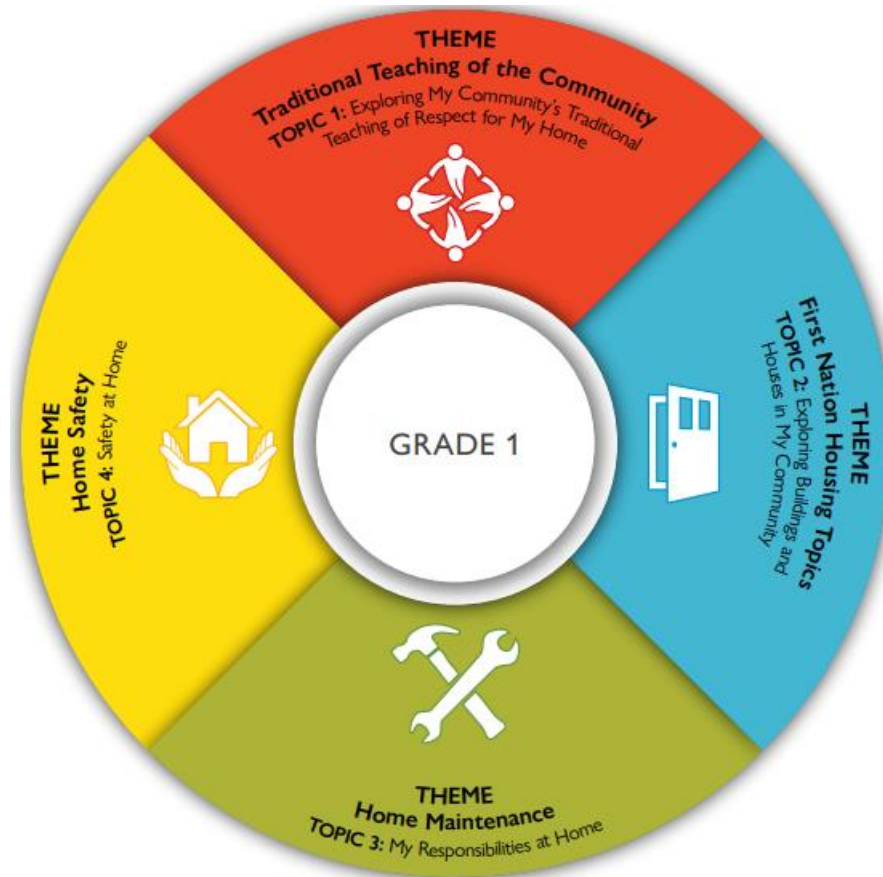
Competency 3: To adopt a healthy, active lifestyle

A. Lifestyle habits

1. Explains in his/her own words the concepts of lifestyle habits and health. (action often carried out every day for one's health; state of physical and psychological well-being).
-



Grade 1 Curricular Outcomes for Quebec



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies

Geography, history and citizenship education Knowledge related to change in a society and its territory

1. Past and present

- First representation of time (cycle one)
- Names changes in everyday objects (toys, CDs, iron, computer, bicycle)
- Indicates differences between his/her environment and an unfamiliar environment



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Geography, History and Citizenship Education

Knowledge related to the organization of a society in its territory

Location in space and time

- a. Orients himself/herself in space, a simple drawing, an illustration or a scale model.

Techniques specific to geography and history

- a. Interprets simple maps.
 - b. Reads the title.
 - c. Decodes the legend.
 - d. Reads the scale.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Physical Education and Health

To adopt a healthy, active lifestyle

Lifestyle habits

- Explains in his/her own words the concepts of lifestyle habits and health (action often carried out every day for one's health; state of physical and psychological well-being)
 - Names lifestyle habits that are conducive to health and well-being
 - Names lifestyle habits that are detrimental to health and well-being
-



TOPIC 4 THEME: Home Safety

Curricular Outcome

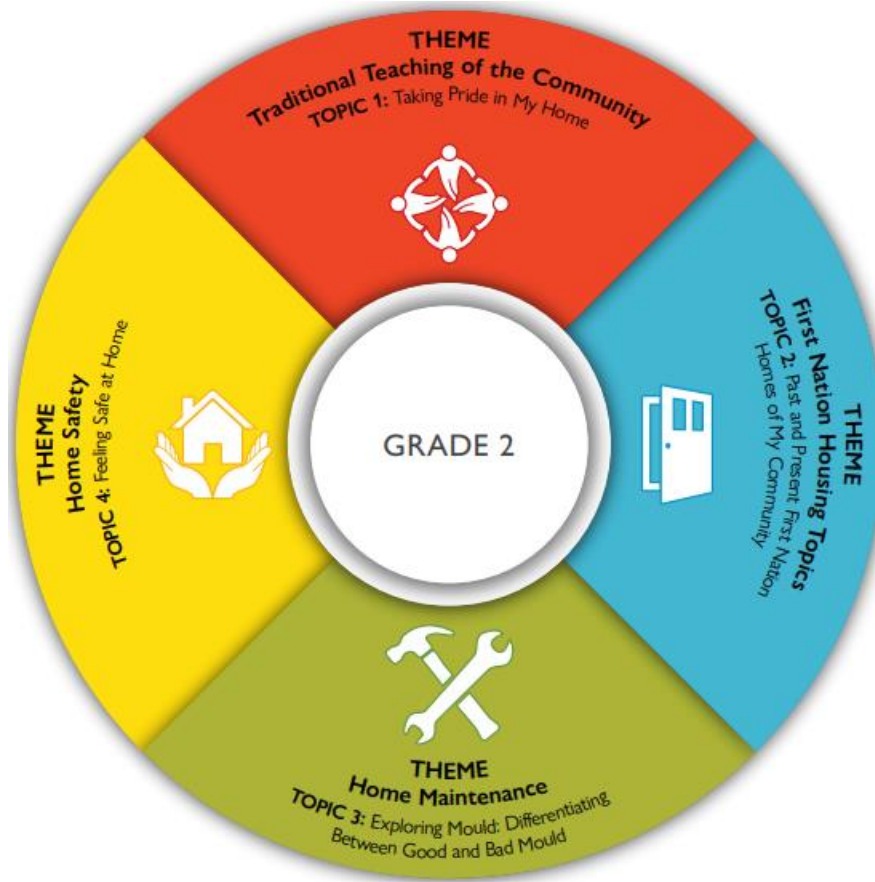
Physical education and health
To adopt a healthy, active lifestyle

Lifestyle habits

- Explains in his/her own words the concepts of lifestyle habits and health
 - Names lifestyle habits that are conducive to health and well-being
 - Names lifestyle habits that are detrimental to health and well-being
-



Grade 2 Curricular Outcomes for Quebec



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

English Language Arts
Language-learning processes

A. Response process

In a given context or situation, the student understands how to apply the stages of the reading process to read and interpret a text:

- Understands the purpose of reading, listening to and/or viewing (for enjoyment, to learn something, to escape to new places, for instructions)
- Uses prior knowledge (what they already know about the topic, author, genre/text type)



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Geography, History and Citizenship Education
Knowledge related to the organization of a society in its territory

2. Human elements

2.1. Demographic situation

- d. Name groups they belong to (family, friends, sports teams, class).
 - e. Describe the composition of the groups they belong to (for example, my soccer team is made up of boys and girls and one adult, the coach; my class is made up of boys and girls and one adult, the teacher).
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Geography, History and Citizenship Education
Knowledge related to the organization of a society in its territory

3. Natural elements

- b. Name elements of climate. (precipitation, temperature)
- d. Name natural resources. (forest, water, fertile soil, minerals)

Science and Technology
Material world

A. Matter

- 1. Properties and characteristics of matter
-

TOPIC 4 THEME: Home Safety

Curricular Outcome

English Language Arts
Language-learning processes

A. Response process

In a given context or situation, the student understands how to apply the stages of the reading

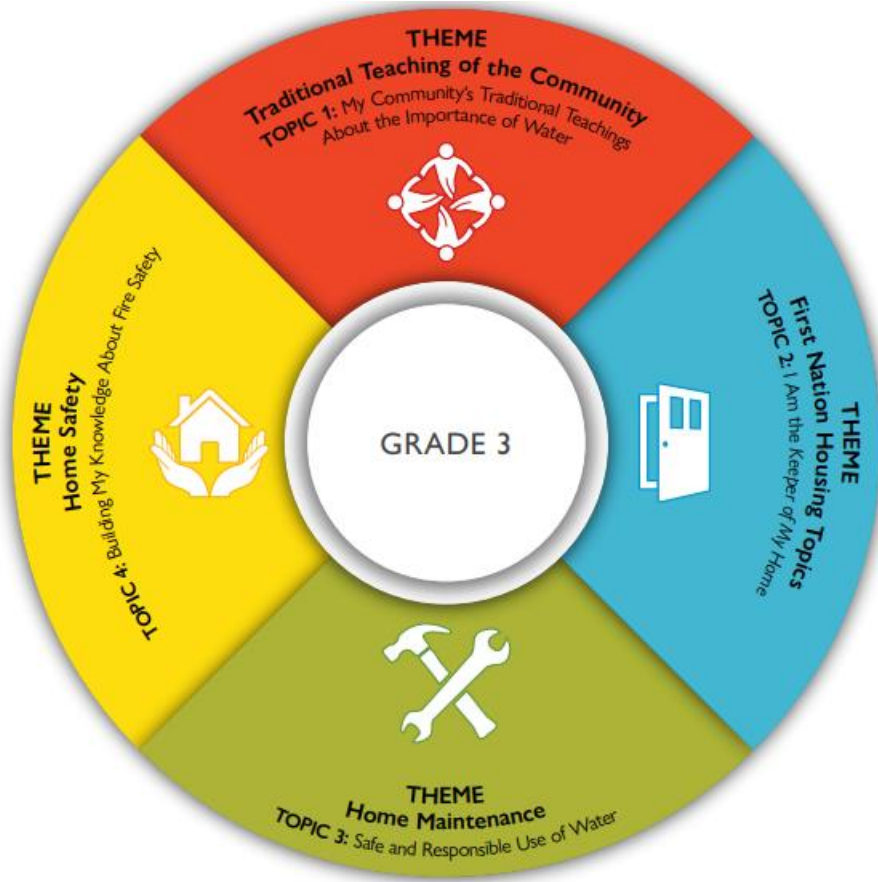


process to read and interpret a text.

- b. Understand the purpose of reading, listening and/or viewing (for enjoyment, to learn something, to escape to new places, for instructions).
 - c. Use prior knowledge (what they already know about the topic, author, genre / text type).
 - d. Preview the text (looks at the cover, dedication, title page and author's notes for clues that will add to understanding or enjoyment of the text).
-



Grade 3 Curricular Outcomes for Quebec



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Science Cycle 2

C. Iroquoian society and Inca society around 1500

1. Indicates differences between Iroquoian society and Inca society around 1500: means of selecting chiefs and their power (Elders chosen by women, limited powers; hereditary, full powers).
 - social structure (community; hierarchy)
 - dwellings (villages of longhouses; towns)
 - characteristics of the territory occupied (for example, relief, climate, bodies of water, resources)



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Social Science Cycle 2

C. Iroquoian society and Inca society around 1500

2. Indicates differences between Iroquoian society and Inca society around 1500: means of selecting chiefs and their power (Elders chosen by women, limited powers; hereditary, full powers).
 - social structure (community; hierarchy)
 - dwellings (villages of longhouses; towns)
 - characteristics of the territory occupied (for example, relief, climate, bodies of water, resources)
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Physical Education and Health Cycle 2

Competency 2: To interact with others in different physical activity settings

- A. Principles of communication
 2. Name a few ways of being receptive to others' messages (for example, listening without interrupting, looking at the person who is speaking).
-



TOPIC 4 THEME: Home Safety

Curricular Outcome

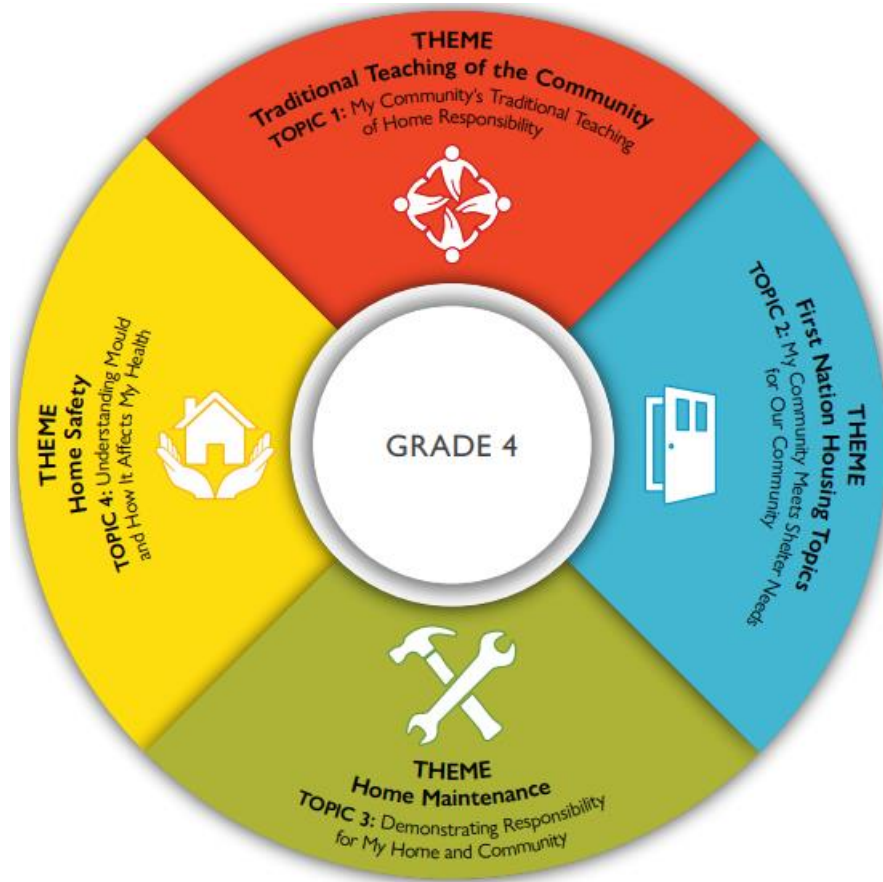
Physical Education and Health Cycle 2

Competency 2: To interact with others in different physical activity settings

- A. Principles of communication
 2. Name a few ways of being receptive to others' messages (for example, listening without interrupting, looking at the person who is speaking).
-



Grade 4 Curricular Outcomes for Quebec



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Science Cycle 2

C. Iroquoian society and Inca society around 1500

1. Indicates differences between Iroquoian society and Inca society around 1500:
 - social structure (community; hierarchy)
 - dwellings (villages of longhouses; towns)
 - characteristics of the territory occupied (for example, relief, climate, bodies of water, resources)



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Outcomes not identified.

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Outcomes not identified.

TOPIC 4 THEME: Home Safety

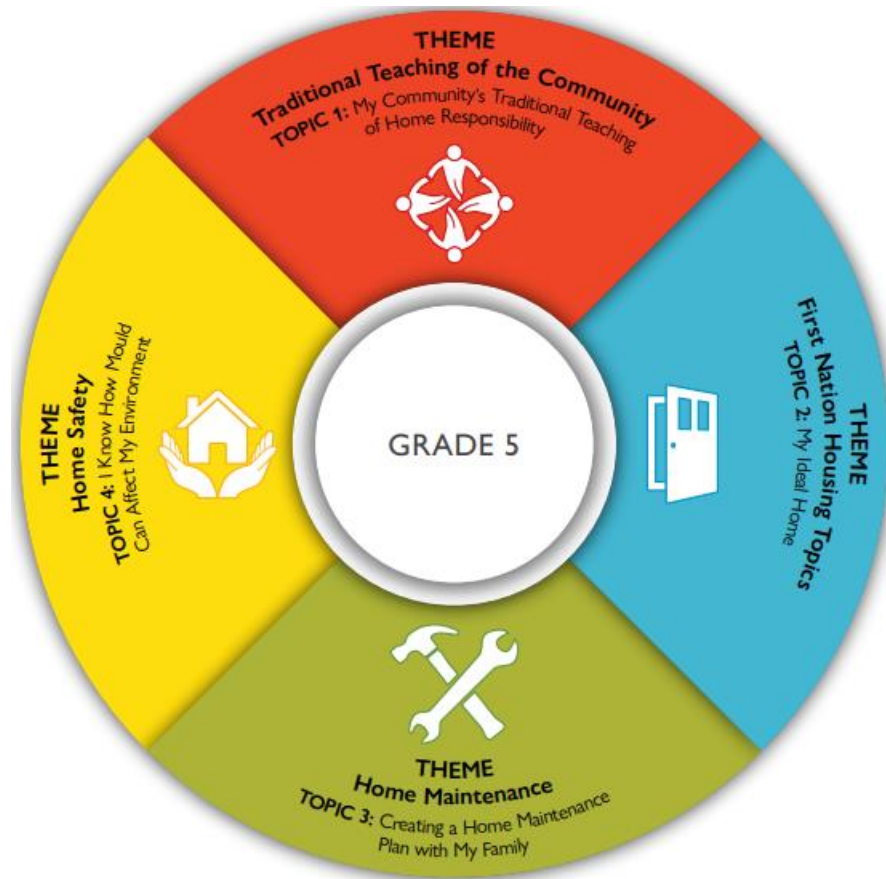
Curricular Outcome

Social Science Cycle 2

3. Assets and limitations of the territory
 - Explain why resources were assets (for example, the abundance of beavers enabled the development of the fur trade)
-



Grade 5 Curricular Outcomes for Quebec



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies

Quebec society around 1980

2.2 Cultural situation

- Describes elements of everyday life: food, clothing, entertainment, customs.

2.4 Political situation

- Indicates the means of selecting leaders: the people elected representatives.
- Indicates the means of decision making: the representatives passed laws.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Social Studies

Quebec society around 1980

2.2 Cultural situation

- Describes elements of everyday life: food, clothing, entertainment, customs.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Social Studies

Quebec society around 1980

2.2 Cultural situation

- Describes elements of everyday life: food, clothing, entertainment, customs.

2.4 Political situation

- Indicates the means of selecting leaders: the people elected representatives.
 - Indicates the means of decision making: the representatives passed laws.
-

TOPIC 4 THEME: Home Safety

Curricular Outcome

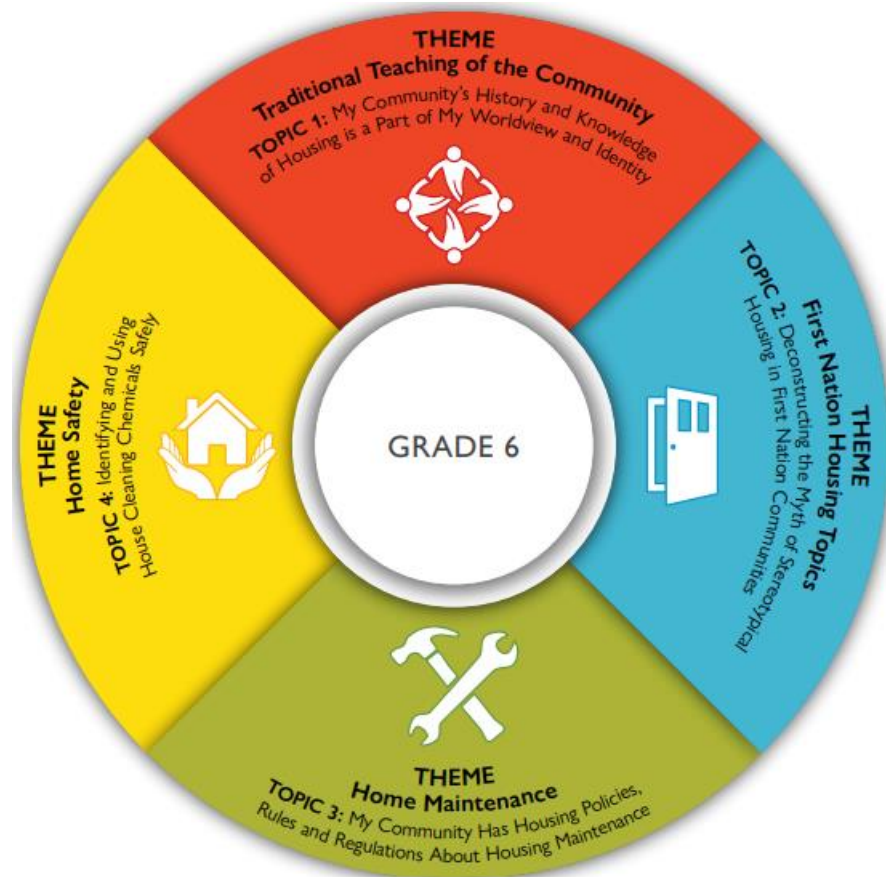
Science

A Matter

- Describe the various ways in which the quality of water, soil or air affects living things.
-



Grade 6 Curricular Outcomes for Quebec



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies

Quebec society around 1980

2.2. Cultural situation

- Describes elements of everyday life: food, clothing, entertainment, and customs.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Social Studies

Quebec society around 1980

2.2 Cultural situation

- Describes elements of everyday life: food, clothing, entertainment, customs.

2.4 Political situation

- Indicates the means of selecting leaders: the people elected representatives.
 - Indicates the means of decision making: the representatives passed laws.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Social Studies

Quebec society around 1980

2.2 Cultural situation

- Describes elements of everyday life: food, clothing, entertainment, customs.

2.4 Political situation

- Indicates the means of selecting leaders: the people elected representatives.
 - Indicates the means of decision making: the representatives passed laws.
-

TOPIC 4 THEME: Home Safety

Curricular Outcome

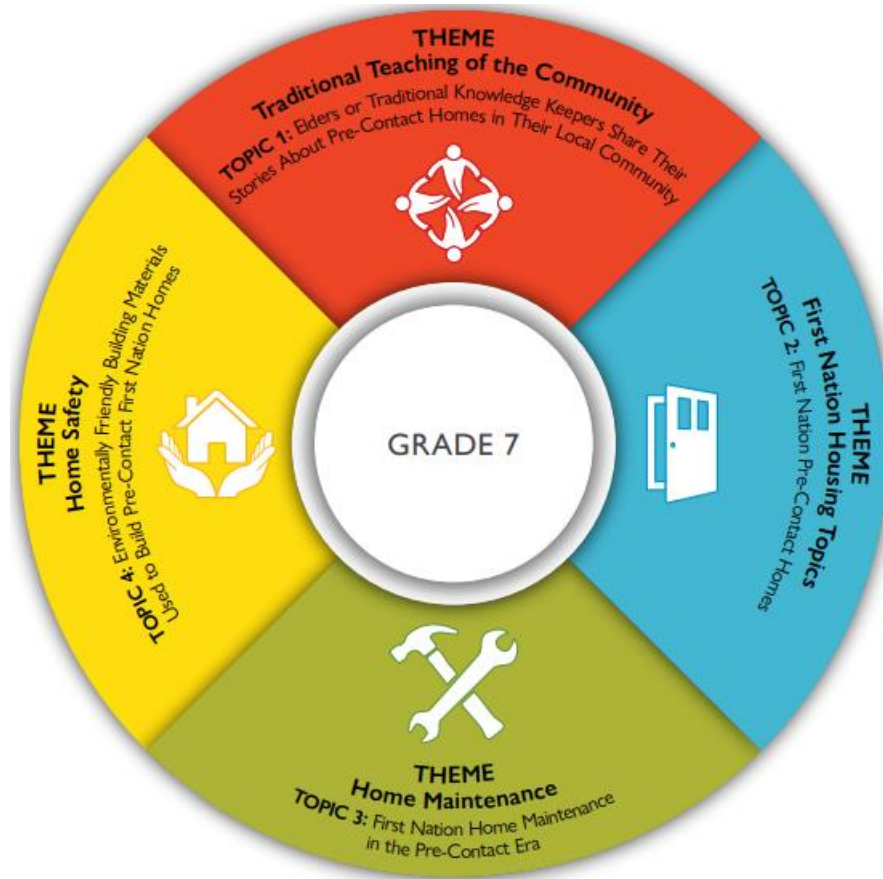
Science

Common household products

- Associates the uses of certain household products with their properties (for example, cleaning products remove grease, vinegar and lemon juice help preserve certain foods).
 - Recognizes commonly used products that are potentially dangerous (safety-related symbols).
-



Grade 7 Curricular Outcomes for Quebec



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies / History

Describe changes in social and territorial organization.

TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Geography and History

Researching and working with information in geography and history

- Communicate the results of research
- Choose appropriate language



- Present a production
 - Use various supporting materials
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

English Language Arts
Language to communicate

Uses language to communicate information, experiences and point of view by:

- responding to the ideas and points of view of others with sensitivity and interest.
-

TOPIC 4 THEME: Home Safety

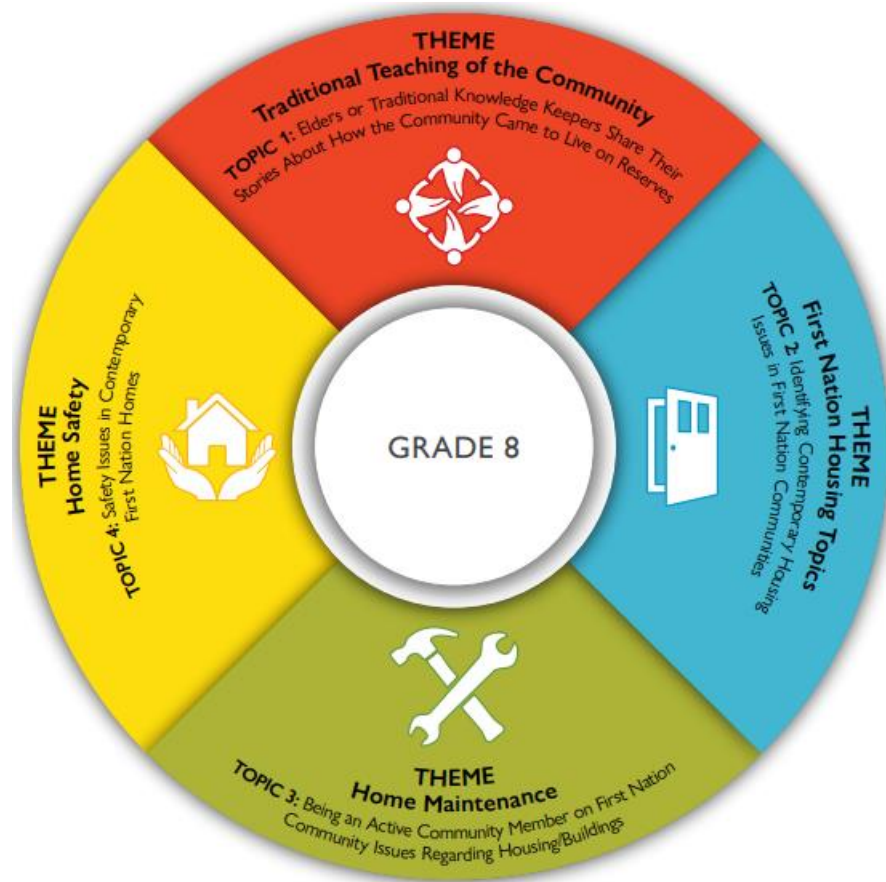
Curricular Outcome

Geography and History

- Interpret change in a society and its territory.
 - Make connections of continuity with the present.
-



Grade 8 Curricular Outcomes for Quebec



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Social Studies

Competency 2: Interpret change in a society and its territory

Recognition of changes in the location of the territory.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

English Language Arts
Language to communicate

Uses language to communicate information, experiences and point of view by sharing information with peers and teacher.

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

English Language Arts
Writing process

Writing for specific purposes and in different contexts.

TOPIC 4 THEME: Home Safety

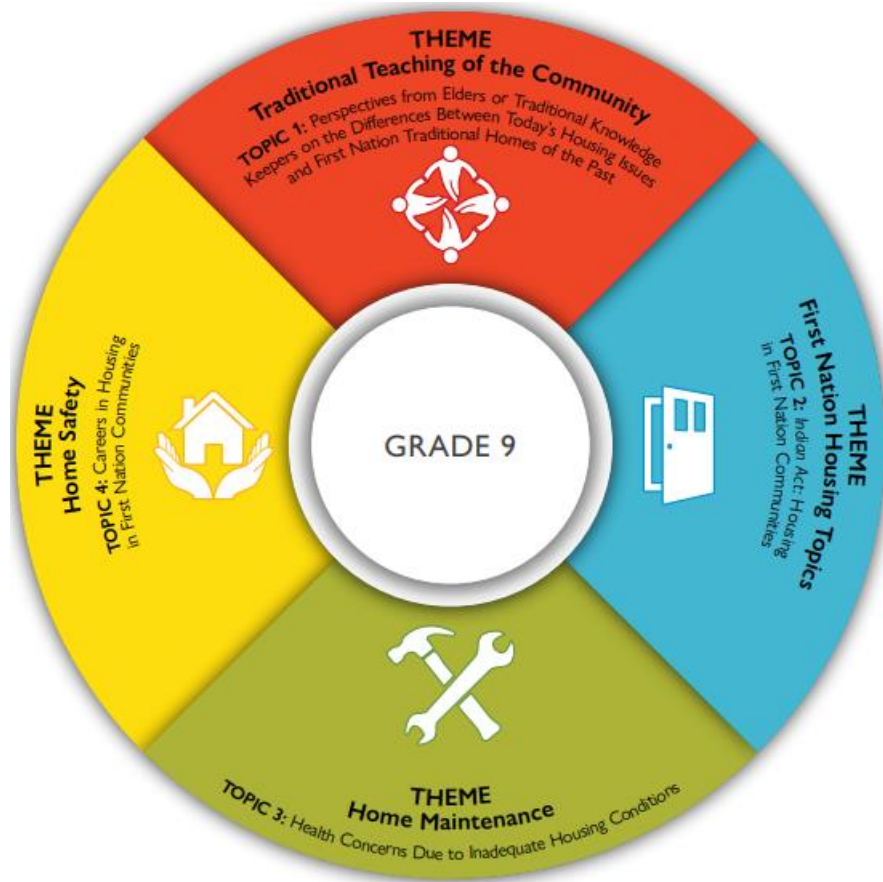
Curricular Outcome

English Language Arts
Talk for learning and thinking

Use of technology resources for problem solving and communication of thoughts and ideas, for example, educational software, videos and logical thinking programs.



Grade 9 Curricular Outcomes for Quebec



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Secondary English Language Arts

Competency 2: Represents her/his literacy in different media.

Text, audience, producer—Considers the stance of different media texts about issues and concerns of interest to young adolescents.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Secondary English Language

Competency 4: Writes a variety of genres for personal and social purposes.

Follows a process to produce written texts in specific contexts, adapts process, strategies and writerly practices to suit own needs.

History and Citizen Education Program

Competency 3: Constructs his/her consciousness of citizenship through the study of history.

Considers the factors that govern social participation.

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Secondary English Language Program

Competency 1: Uses language/talk to communicate and to learn.

- Inquiry process—Action research
 - Initiates collaborative action research project.
 - Defines the issue to be researched.
 - Develops a research process to collect data.
 - Analyzes the data and constructs a working theory to explain and interpret the data.
-



TOPIC 4 THEME: Home Safety

Curricular Outcome

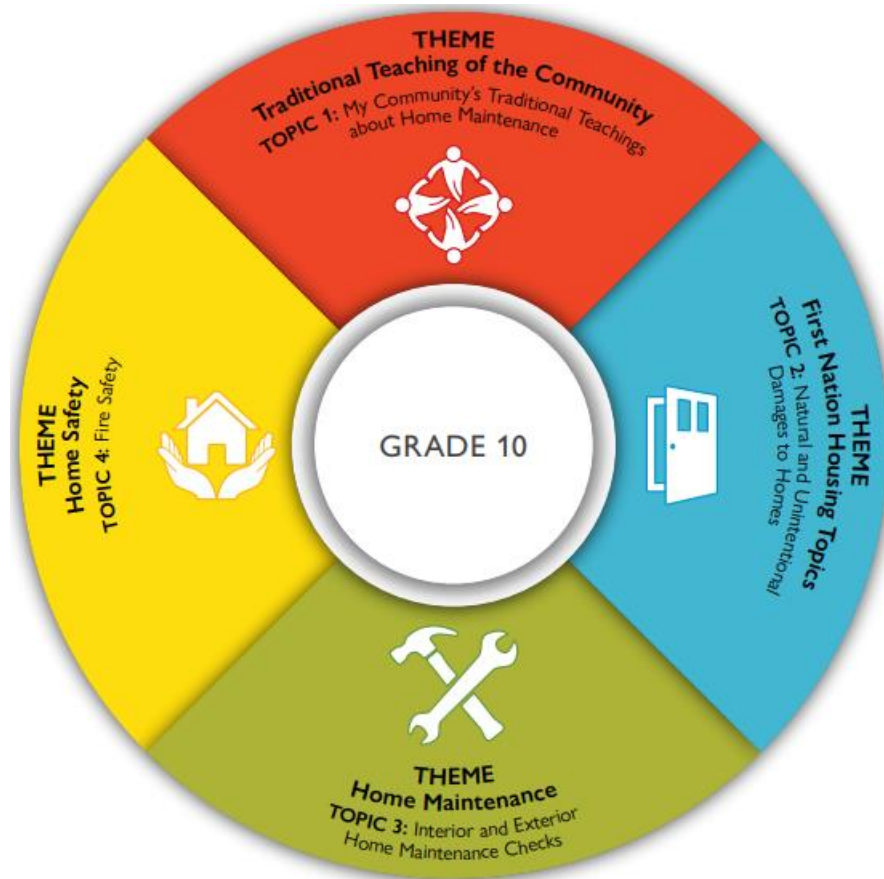
Moral Education Program

Competency 3: Engages in moral dialogue.

Envisages possible ways of using new learning in other contexts.



Grade 10 Curricular Outcomes for Quebec



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

Secondary Cycle 2: Contemporary World

Content area: Tensions and conflicts

Competency 2: Takes a position on a contemporary world issue.

Establishes a critical distance by making connections between the views of actors and their interests and values.



TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

Secondary Cycle 2: Contemporary World
Content area: Tensions and conflicts

Competency 2: Takes a position on a contemporary world issue.

Establishes a critical distance by:

- making connections between the views of actors and their interests and values; and
- identifying the advantages and disadvantages of the solutions proposed.

Expresses a well-founded opinion by:

- taking into account the influence of the actors on his/her opinion; and
- suggesting possible actions.

Critically assesses his/her process by indicating other contexts in which the learning could be applied.

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

Secondary Cycle 2: Contemporary World
Content area: Tensions and conflicts

Competency 2: Takes a position on a contemporary world issue.

Establishes a critical distance by:

- making connections between the views of actors and their interests and values; and
- identifying the advantages and disadvantages of the solutions proposed.

Expresses a well-founded opinion by:

- taking into account the influence of the actors on his/her opinion; and
- suggesting possible actions.

Critically assesses his/her process by indicating other contexts in which the learning could be applied.



TOPIC 4 THEME: Home Safety

Curricular Outcome

Secondary Cycle 2: Contemporary World

Content area: Tensions and conflicts

Competency 2: Takes a position on a contemporary world issue.

Establishes a critical distance by:

- making connections between the views of actors and their interests and values; and
- identifying the advantages and disadvantages of the solutions proposed.

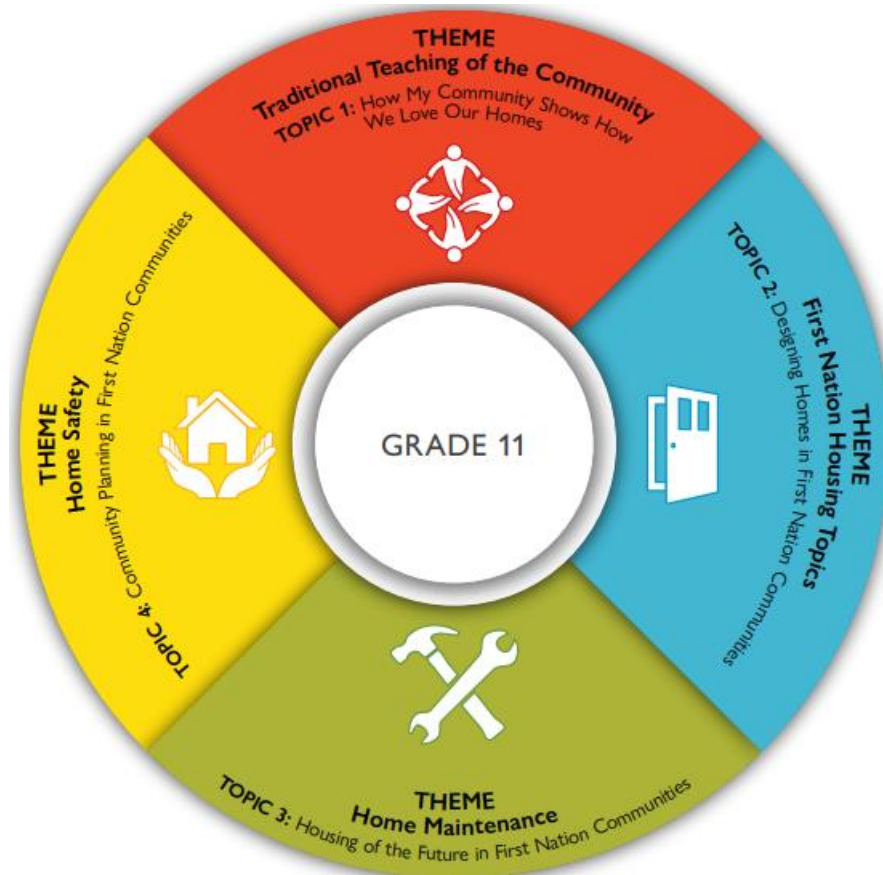
Expresses a well-founded opinion by:

- taking into account the influence of the actors on his/her opinion; and
- suggesting possible actions.

Critically assesses his/her process by indicating other contexts in which the learning could be applied.



Grade 11 Curricular Outcomes for Quebec



❖ TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

History of Quebec and Canada: Secondary III

Content area: Origins–1608 The experience of the Indigenous peoples and the colonization attempts

Knowledge to be acquired

- First occupants of the territory
- First Nations and Inuit nation
- Occupied territory
- Ways of life

Competency 1: Characterizes a period of history of Quebec and Canada

- Establishes historical facts.
- Retraces events.



- Considers aspects of society.
 - Identifies historical actors and witnesses.
 - Identifies actions and words.
-

TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

History of Quebec and Canada: Secondary III

Content area: Origins–1608 The experience of the Indigenous peoples and the colonization attempts

Knowledge to be acquired

- First occupants of the territory
- First Nations and Inuit nation
- Occupied territory
- Ways of life

Competency 2: Interprets a social phenomenon

- Analyzes a social phenomenon.
 - Establishes changes and continuities.
 - Identifies causes and consequences.
-

TOPIC 3 THEME: Home Maintenance

Curricular Outcome

History of Quebec and Canada: Secondary III

Content area: Origins–1608 The experience of the Indigenous peoples and the colonization attempts

Knowledge to be acquired

- First occupants of the territory
 - First Nations and Inuit nation
 - Occupied territory
 - Ways of life
-



Competency 2: Interprets a social phenomenon

- Analyzes a social phenomenon.
- Establishes changes and continuities.
- Identifies causes and consequences.

TOPIC 4 THEME: Home Safety

Curricular Outcome

History of Quebec and Canada: Secondary III

Content area: Origins–1608 The experience of the Indigenous peoples and the colonization attempts

Knowledge to be acquired

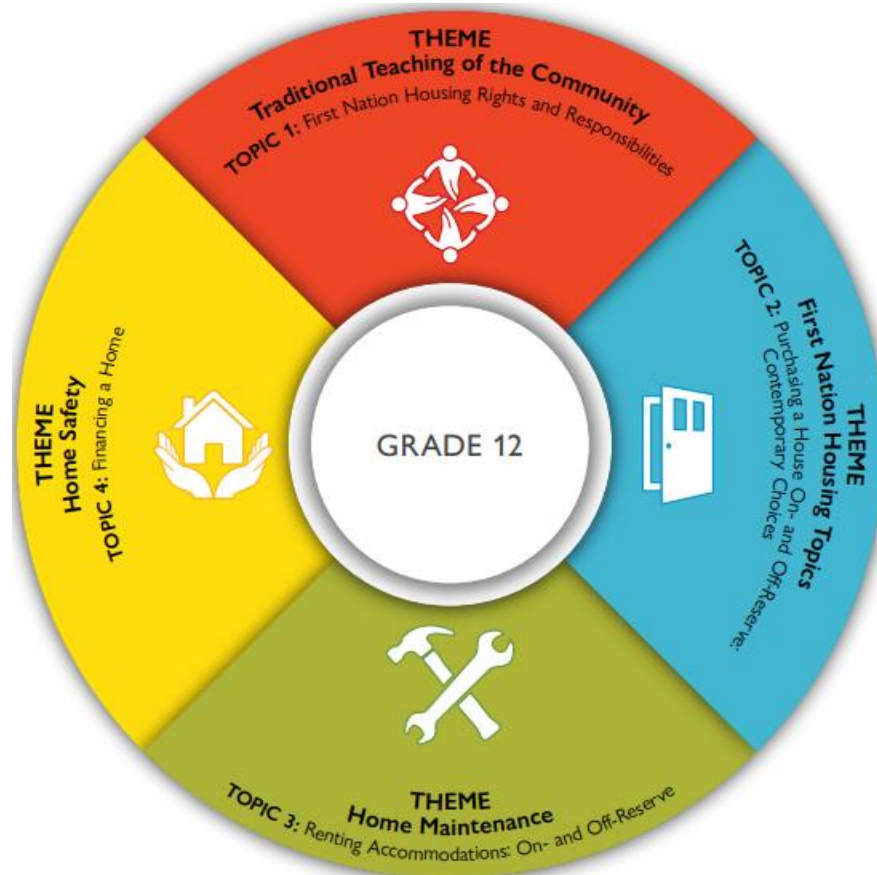
- First occupants of the territory
- First Nations and Inuit nation
- Occupied territory
- Ways of life

Competency 2: Interprets a social phenomenon

- Analyzes a social phenomenon.
 - Establishes changes and continuities.
 - Identifies causes and consequences.
-



Grade 12 Curricular Outcomes for Quebec



TOPIC 1 THEME: Traditional Teaching of the Community

Curricular Outcome

History of Quebec and Canada: Secondary IV

Content area: 1840-1896 The formation of the Canadian federal system

Knowledge to be acquired

- Indian Affairs
 - Creation of Indian reserves in Lower Canada
 - *Indian Act*
- Indigenous rights
 - Constitution Act, 1982



- Agreements and conventions
- Truth and Reconciliation Commission of Canada

Competency 2: Interprets a social phenomenon.
Analyzes a social phenomenon.

- Establishes changes and continuities.
 - Identifies causes and consequences.
-

TOPIC 2 THEME: First Nation Housing Topics

Curricular Outcome

History of Quebec and Canada: Secondary IV
Content area: 1840-1896 The formation of the Canadian federal system

Knowledge to be acquired

- Indian Affairs
 - Creation of Indian reserves in Lower Canada
 - *Indian Act*
- Indigenous rights
 - Constitution Act, 1982
 - Agreements and conventions
 - Truth and Reconciliation Commission of Canada

Competency 2: Interprets a social phenomenon.
Analyzes a social phenomenon.

- Establishes changes and continuities.
 - Identifies causes and consequences.
-



TOPIC 3 THEME: Home Maintenance

Curricular Outcome

History of Quebec and Canada: Secondary IV
Content area: 1840-1896 The formation of the Canadian federal system

Knowledge to be acquired

- Indian Affairs
 - Creation of Indian reserves in Lower Canada
 - *Indian Act*
- Indigenous rights
 - Constitution Act, 1982
 - Agreements and conventions
 - Truth and Reconciliation Commission of Canada

Competency 2: Interprets a social phenomenon.
Analyzes a social phenomenon.

- Establishes changes and continuities.
 - Identifies causes and consequences.
-

TOPIC 4 THEME: Home Safety

Curricular Outcome

History of Quebec and Canada: Secondary IV
Content area: 1840-1896 The formation of the Canadian federal system

Knowledge to be acquired

- Indian Affairs
 - Creation of Indian reserves in Lower Canada
 - *Indian Act*
 - Indigenous rights
-



- Constitution Act, 1982
- Agreements and conventions
- Truth and Reconciliation Commission of Canada

Competency 2: Interprets a social phenomenon.
Analyzes a social phenomenon.

- Establishes changes and continuities.
 - Identifies causes and consequences.
-