



Preschool and Elementary Education

Preschool Education

Preschool Education aims to support the overall development of all children. At 4 and 5 years of age, children develop in all 5 global areas at the same time: physical and motor, emotional, social, language and cognitive.

Français, langue d'enseignement (French Only)

En français, langue d'enseignement, les élèves apprennent à lire toutes sortes de textes et explique par exemple, pourquoi ils les trouvent intéressants ou drôles. À partir de leur lecture, de ce qu'ils écoutent et de leur vécu, les élèves sont invités à écrire. Toutes les situations du quotidien sont de belles occasions de faire parler les élèves.

English Language Arts

The goal of English Language Arts in both elementary and secondary school is to provide opportunities for learners to develop their oral (speaking and listening) and written (reading and writing) communication skills. Example: Students construct their own view of the world through reading, writing about, discussing and listening to literary, popular, information-based and media texts.

French as a Second Language (French Only)

En français langue seconde, les élèves non francophones apprennent à communiquer en français dans des contextes variés par la compréhension et la production de textes oraux, écrits ou visuels portant sur différents sujets, ceci, dans le but de se préparer à communiquer en français dans la communauté francophone.

Anglais, langue seconde (French Only)

En Anglais, langue seconde au primaire, les élèves entrent en contact avec la langue et les cultures anglophones notamment par les dimensions orales de la langue : écouter, imiter, répéter, faire des gestes, interpréter, redire dans ses mots. Ils se familiarisent également avec diverses stratégies qui leur seront utiles pour participer à des échanges en anglais, pour écrire et comprendre des textes et pour utiliser certains éléments des textes lus, vus ou entendus dans un autre contexte.

Mathematics

In studying Mathematics, students are asked to solve problems, to reason using mathematical concepts and processes, and to communicate by using mathematical language in five branches of mathematics: arithmetic, geometry, measurement, statistics and probability. The proposed activities will help them to develop their thinking skills and require that they use manipulative materials, explore, construct, carry out simulations, discuss, organize or practise. These activities will also help them master various concepts, processes and strategies.



Physical Education and Health

Physical Education and Health focuses not only on the development of motor efficiency and psychosocial skills, but also on the acquisition of knowledge, attitudes and behaviours that students will need to manage their health and well-being wisely.

Science and Technology

In the Science and Technology program, students develop their ability to ask relevant questions and form hypotheses. They come up with ways of looking for information in order to discover scientific and technological concepts that can be applied in various everyday situations.

Geography, History and Citizenship Education

In Grades 3 and 4, students learn to recognize the characteristics of a society and its territory, as well as the changes that occurred in the past. They also identify similarities and differences between societies and territories from the same period.

In Grades 5 and 6, students learn to recognize the characteristics of a society and its territory and to identify the causes and consequences of the changes that occurred in the past. They also identify similarities and differences between societies and territories from the same period.

Ethics and Religious Culture

In Ethics and Religious Culture, students address ethical issues raised by a given situation, such as the needs of human beings and other living things. They learn to identify appropriate behaviours with respect to diversity, among other things. They are called upon to do so in a spirit of openness, respecting the rules of dialogue, such as conversation or discussion.

Arts Education

The Dance program for elementary school targets the development of three competencies: to invent, to interpret and to appreciate dances.

In the current situation, students can easily appreciate dances, but it is also important that they keep moving. With a little imagination, students can create and enjoy being active outside and in the places where they spend their day.

The Music program targets the development of three competencies: to invent, to interpret and to appreciate music.

The Drama program targets the development of three competencies: to invent short scenes, to interpret short scenes and to appreciate dramatic works.

The Visual Arts program targets the development of three competencies: to produce individual works in the visual arts, to produce media works in the visual arts and to appreciate works of art and media images.



Secondary Education

Français, langue d'enseignement (French Only)

En français, langue d'enseignement, l'élève développe ses stratégies et ses habiletés en lisant et en écrivant des textes de fiction ou des textes courants. De plus, il améliore ses aptitudes à communiquer oralement, tant en position d'écoute qu'en prise de parole en s'exerçant dans ces deux postures. Il est souhaitable d'interrelier la lecture, l'écriture et la communication orale en français, langue d'enseignement, afin de se rapprocher le plus possible de la réalité ou de situations du quotidien.

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En français langue seconde, les élèves non francophones apprennent à communiquer en français dans des contextes variés par la compréhension et la production de textes oraux, écrits ou visuels portant sur différents sujets, ceci, dans le but de se préparer à communiquer en français dans la communauté francophone.

Anglais, langue seconde (French Only)

En Anglais, langue seconde, les élèves amorcent et entretiennent des échanges (discussions) en anglais avec les autres sur divers sujets. Ils explorent une variété de textes (oraux, écrits ou visuels) et en construisent le sens de manière autonome et avec les autres. Ils démontrent leur compréhension en partageant leurs réactions, en tissant des liens personnels avec les textes et en explorant les problématiques et les sujets présentés dans une perspective plus vaste, plus générale. Aussi, ils utilisent le vocabulaire, les idées et les informations tirés de textes dans d'autres contextes et écrivent des textes variés.

Mathematics

In studying Mathematics, students are asked to solve problems, to reason using mathematical concepts and processes, and to communicate by using mathematical language in five branches of mathematics: arithmetic, algebra, geometry, probability and statistics. By making appropriate use of mathematical concepts and various strategies, students can better understand and solve a variety of everyday problems.

Arts Education

The Dance program for secondary school targets the development of three competencies: to invent, to perform and to appreciate dances. In the current situation, students can easily appreciate dances, but it is also important that they keep moving. With a little imagination, students can create and enjoy being active outside and in the places where they spend their day.

The Music program targets the development of three competencies: to invent, to perform and to appreciate music.

The Drama program targets the development of three competencies: to invent short scenes, to perform short scenes and to appreciate dramatic works.

The Visual Arts program targets the development of three competencies: to produce individual works in the visual arts, to produce media works in the visual arts and to appreciate works of art and media images.



Physical Education and Health

Physical Education and Health focuses not only on the development of motor efficiency and psychosocial skills, but also on the acquisition of knowledge, attitudes and behaviours that students will need to manage their health and well-being wisely.

Ethics and Religious Culture

In Ethics and Religious Culture, students reflect on ethical questions related to various situations such as freedom and the social order as well as forms of religious expression, especially in relation to Québec's heritage. Students are also able to develop a process and structure their thinking or arguments in order to discuss topics dealing with concrete realities.

Geography

In Geography, students learn to identify the characteristics of the organization of a territory by considering its advantages and disadvantages and then explaining the impact that actions taken by different groups have on this territory and other territories.

History and Citizenship Education (Secondary I and II)

In Secondary I and II History, students look to the past to understand what things were like in different periods of Western civilization and they learn to identify causes and consequences that explain what has changed and what has not changed over time. This process contributes to their citizenship education.

History of Québec and Canada (Secondary III and IV)

In Secondary III and IV History, students develop their ability to describe the characteristics of the various periods in the history of Québec and Canada and to explain the causes and consequences that lead to an understanding of what has changed and what has not changed with respect to the culture, economy, society, politics and territory of Québec.

Financial Education

In Financial Education, students develop their ability to take a position—in other words to make a financial decision by analyzing both their needs and the causes and consequences of these decisions.

Contemporary World

In Contemporary World, students develop their critical judgment by exercising their ability to understand situations that occur around the world and to form an opinion about these situations by relying on facts and analyzing different points of view.

Science and Technology, Chemistry and Physics

In these programs, students develop their ability to solve problems by using their scientific knowledge in different everyday situations. Students also become familiar with concepts and strategies by using a hands-on approach. To do so, students must often interpret or produce scientific texts.