

Complementary Tool 2 of 3

Examples of pedagogical flexibility related to the various subjects

Coordination and content
Direction de la formation générale des jeunes

Title of original document:
Outil complémentaire 2 de 3 : Exemples disciplinaires de flexibilité pédagogique

English version:
Services linguistiques en anglais
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Ministère de l'Éducation

ISBN 978-2-550-93712-8 (PDF)
(French edition: ISBN 978-2-550-88477-4)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2025

20-130-003A_w2

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1. Contemporary World

Contemporary World (two or four credits, Secondary V) – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	Students can consider the media treatment of an issue.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Determine the issue to be examined in class. • Select some texts that the teacher will read and comment upon (or have the students read, depending on the context and the level of difficulty of the texts). These texts could be presented in print, digital or some other format. • Choose to present to the students audio and video news reports on the issue being studied. • Target different elements of knowledge related to the issue being studied and point out the elements that will help the students consider the media treatment of the issue, for example, the points of view of the actors, their interests and their values. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose texts from among those proposed by the teacher or find their own sources related to the issue being studied.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start by modelling how one can consider the media treatment of an issue. This issue could be a related topic or the same topic, which the teacher will then ask the students to consider based on other sources. • When the students are reading the same texts, select a few students and ask them questions that elicit a reaction. Other students will be selected during a second reading. All students will have the opportunity to react with the other student in their pair. • Provide increased scaffolding for students who are having difficulties in considering the media treatment of the issue. The teacher can help them by pointing out the choices made by certain media actors with regard to their treatment of the issue, and by making connections between this treatment and the interests pursued by the media actors. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Ask each other prepared or spontaneous questions that elicit a reaction while working in pairs or larger teams. • Read a text (with or without images) onscreen. • Listen to an audio text. • Watch a documentary about the issue being studied.

Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Read texts to all the students at the same time, to a small group of students, to a pair of students or to one student at a time. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work alone, in pairs or in groups. <p>The pairs or groups formed could be homogeneous or heterogeneous.</p> <ul style="list-style-type: none"> • Read alone or in pairs if they choose to read the text themselves.
Products	<p><u>The students could</u> demonstrate their ability to consider the media treatment of an issue by:</p> <ul style="list-style-type: none"> • Answering the teacher's questions orally during an individual, pair or group interview. • Answering some of the teacher's questions, in writing. • Creating a table or diagram in which they explain the media treatment of the issue.

2. Cultural Geography

Cultural Geography (optional, Secondary V) – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	Students can grasp the meaning of human actions with regard to the organization of a cultural area.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Locate, with the students, the cultural area selected and present its natural characteristics. <ul style="list-style-type: none"> ○ To do this, the teacher may select some maps and texts to read and comment on. These sources could be presented in print, digital or some other format. • Specify the influence of natural factors on the organization of the territory of a cultural area using geographical maps, texts or videos. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Find the social characteristics of the chosen cultural area, focusing on an aspect of their choice: culture, language, religion, demographics, politics, economy. • As a class, determine if the characteristics found for each of the aspects will have an impact on the organization of the chosen cultural areas.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start by modelling how one determines the impact of human actions on the organization of a cultural area. • Provide increased scaffolding for students who are experiencing difficulty in detecting the influence of natural factors or in explaining the role played by human factors. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work in small groups on one or more aspects of the chosen cultural area. • Provide modelling to their peers if they are at ease with the concepts of asset and limitation.

Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Explain the characteristics or impact of different factors (natural or human) to all the students at once, to a small group of students, to a pair of students or to one student at a time.
	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work alone, in pairs or in groups. <p>The pairs or groups formed could be homogeneous or heterogeneous.</p>
Products	<p><u>The students could</u> demonstrate their ability to grasp the meaning of human actions with regard to the organization of a cultural area by:</p> <ul style="list-style-type: none"> • Answering the teacher's questions orally during an individual, pair or group interview. • Answering some of the teacher's questions, in writing.

3. Dance

Dance – Elementary Cycles One and Two Pedagogical Flexibility	
Learning goal	The students invent a linked sequence of movements to be incorporated into a dance segment from the folk-dance repertoire (competencies <i>To invent dances</i> and <i>To interpret dances</i>).
Content	<p><u>The teacher could:</u></p> <p>Invent</p> <ul style="list-style-type: none"> • Propose inventing a short sequence (four movements) or a long sequence (eight movements). • Provide a choice of accessories. • Give students the possibility of using a bank of pre-set movements. <p>Interpret</p> <ul style="list-style-type: none"> • Target the elements of dance language to be worked on (locomotory movements, directions, group formations, rules for group movements). <p><u>The students could:</u></p> <p>Invent</p> <ul style="list-style-type: none"> • Invent a short or long sequence, depending on their capabilities. • Use or not use the bank of movements. • Choose or not choose an accessory.
Processes	<p><u>The teacher could:</u></p> <p>Invent</p> <ul style="list-style-type: none"> • Model the creative process. • Model or review strategies for cooperation. • Give students a record book to fill in throughout their creative process (e.g. pictograms of movements, choices to be circled or a space in which to draw). • Plan frequent breaks to check that the students understand the task they have to perform.

<p>Processes</p>	<p>Interpret</p> <ul style="list-style-type: none"> • Model each movement of the dance. • Involve some students in the modelling. • Show video clips. • Give students time to work alone so they can become familiar with the movements. • Have rehearsals in small groups. • Have rehearsals as a class. • Divide the class into observers and performers. • Film the dance and then provide feedback. <p><u>The students could:</u></p> <p>Invent</p> <ul style="list-style-type: none"> • Record the steps in their creative process as they go along. • Reuse movements learned during previous interpretations. • Film their production and make the necessary adjustments.
<p>Learning environment</p>	<p><u>The teacher could:</u></p> <p>Interpret</p> <ul style="list-style-type: none"> • Organize workshops for each group of movements (e.g. steps, jumps or turns). • Provide individual support to students who are having difficulties. <p>Invent</p> <ul style="list-style-type: none"> • Arrange the classroom to facilitate teamwork. • Establish a rehearsal schedule so each team can have full use of the space (with musical accompaniment, if needed).

Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none">• Film each team's complete dance (learned movements and invented portion) separately.• Structure the dance in rondo form. <p><u>The students could:</u></p> <ul style="list-style-type: none">• Present the final product in front of another class or during a show at the school.
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Dance – Optional Program – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	The students compose a choreographic sequence on a given theme and make a judgment on a creation produced by their classmates (competencies <i>Creates dances</i> and <i>Appreciates dances</i>).
Content	<p><u>The teacher could:</u></p> <p>Create</p> <ul style="list-style-type: none"> • Propose diverse themes in the students' areas of interest and encourage their engagement in their creation. • Target some elements of dance language (composition procedures, choreographic structure) that must be present in their creation. • Make some stage design elements (costumes, lighting, sound) available to the students. <p>Appreciate</p> <ul style="list-style-type: none"> • Propose several criteria for appreciation. <p><u>The students could:</u></p> <p>Create</p> <ul style="list-style-type: none"> • Learn to integrate certain elements of stage design into their creations. • Use the creative dynamic autonomously. <p>Appreciate</p> <ul style="list-style-type: none"> • Choose three or four criteria for appreciation (chosen personally or proposed by the teacher). • Use subject-specific vocabulary and various communication methods in their appreciation process.

Processes	<p><u>The teacher could:</u></p> <p>Create</p> <ul style="list-style-type: none"> • Provide feedback on the stages of the creative dynamic process: exploration, selection, development and organization. • Offer a bank of choreographic tools. • With the students, explore various ways of doing things drawn from different genres and styles. • Provide feedback on previous creations: successes and challenges to be met. • Offer students some recording tools and make some examples of choreography scripts available. <p>Appreciate</p> <ul style="list-style-type: none"> • Model an appreciation process. • Provide feedback on previous appreciation processes. • Offer a template for the appreciation process. • Provide a glossary of subject-specific terminology. • Ask students questions and start discussions. • Divide the group into observers and dancers. <p><u>The students could:</u></p> <p>Create</p> <ul style="list-style-type: none"> • Use cooperation strategies. • Use memorization strategies. • Experiment with different aspects of stage play. • Work in pairs, taking turns as observer and performer. • Film their performance in order to make the necessary adjustments. <p>Appreciate</p> <ul style="list-style-type: none"> • Base their appreciation on criteria related to choreographic, stage-related and symbolic elements as well as to the expressive qualities of the dance. • Refer to known works (comparison). • Informally share their observations with their classmates.
Learning environment	<p><u>The teacher could:</u></p> <p>Create</p>

	<ul style="list-style-type: none"> • Divide the students into teams according to their choice of theme. • Allow students to choose their teammates themselves. • Allow students to work alone. • Divide the classroom into workspaces for each team. • During the creation process, have the teams alternate between their space and the stage set. • Plan breaks and times for the students to share as a class during the creative process. <p>Appreciate</p> <ul style="list-style-type: none"> • Allow students to work alone or in small groups. • Allow students to work from home using the class portal.
Products	<p><u>The teacher could:</u></p> <p>Create</p> <ul style="list-style-type: none"> • Allow students to choose how they want to present their dance. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Present their creation in the classroom. • Present their creation as part of a show and on a stage. • Make a video recording of their creation. • Integrate multimedia into their creation. <p><u>The teacher could:</u></p> <p>Appreciate</p> <ul style="list-style-type: none"> • Allow students to choose the form their appreciation process will take. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Share their judgment orally or in writing, or in the form of a debate or a discussion with their classmates. • Present their appreciation process as a newspaper article critiquing the performance. • Make a video recording of their appreciation process and present it to the team concerned.

4. Drama

Drama – Elementary Cycle Three Pedagogical Flexibility	
Learning goal	The students choose attitudes, gestures, mimicry, movements and rhythms related to the character in the story. This learning goal stems from the competency <i>To interpret short scenes</i> , specifically from the key feature <i>To apply elements of the language of drama, performance techniques, styles of theatre and elements of drama</i> (Progression of Learning, 11).
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Watch excerpts from shows in a theatre or on television with the students in order to identify the elements that characterize a character. • Give students a question sheet about the character's traits (e.g. favourite activities or their style of clothing). • Ask students to draw or create collages that represent the character and define the character's costume, props or environment, and to use colours to represent the character's emotions. • Vary the class exercises to clearly define a character (e.g. give each student a single prop: how they use and handle it will differ from one character to another). <p>Connections between the programs</p> <ul style="list-style-type: none"> • Make connections with the learning acquired in Visual Arts (<i>To produce individual works in the visual arts</i>). • Sketch some variations on their idea of the character. <p>Cultural elements</p> <ul style="list-style-type: none"> • Depending on the character, make associations with elements from the same era or a similar context. • Consult Constellations for a wide variety of references, such as Mon premier Larousse des c'est qui? (available in French). <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose their character's attitudes and gestures from a list provided by the teacher.

Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Teach different ways to study a character in order for students to understand the character and to develop the character's attitudes, gestures, etc. <ul style="list-style-type: none"> ○ Provide the students with different tools and exercises to enable them to explore the character. • Use improvisation to bring the character to life or to have them interact with other characters. • Help the students make links between theatrical choices and the meaning that these choices give to an excerpt from the dramatic work. <ul style="list-style-type: none"> ○ Ask students questions to encourage them to observe different elements that are associated with theatrical choices. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Create a photo montage of the character or create a photo story to illustrate a day in the character's life. • Decide to create drawings or collages representing the character and what they like. • In pairs, make a video to observe how the character is played.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Create posters with choices of adjectives that could be associated with a character (e.g. timid, fearful, confident or happy). • Create word-association sheets to help students build a character (e.g. associate the word "timid" with a cautious and slow approach). • Propose a further step in the work method: first, the students work alone to develop their thoughts on the character; second, they work in pairs using the video; and last, they do an improvisation in the group.
Products	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Communicate their research on the character orally by using drawings, collages or photographs. • Work alone, in pairs or in groups. • Concentrate on only one of the character's traits. • Present the character's traits orally or in writing. • Use the interactive whiteboard to present their research and exploration of ideas. • Use video, photography, collage or drawing.

Drama – Secondary Cycle One Pedagogical Flexibility	
Learning goal	<p>The students pick out some theatrical choices (e.g. costumes, sets, lighting, theatrical techniques, sound environments, performance space and theatrical space).</p> <p>This learning goal stems from the competency <i>Appreciates dramatic works</i>, more specifically, the key feature <i>Analyzes a dramatic work or excerpt</i> (<i>Progression of Learning</i>, p. 18).</p>
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Teach the students to closely observe some elements of a dramatic work and help them name the elements of dramatic language they observe. • Create lists of dramatic-language terminology associated with costumes, sets, lighting, etc. • Prepare a questionnaire on the theatrical elements to be observed in the selected work. <p>Connections between the programs</p> <ul style="list-style-type: none"> • Make connections with the learning acquired in Visual Arts by using digital technology and producing video clips to present their topic. <p>Cultural references</p> <ul style="list-style-type: none"> • Depending on the excerpt, make connections with elements from the same era or from a similar context. <p>References</p> <ul style="list-style-type: none"> • Consult https://constellations.education.gouv.qc.ca/ for a wide variety of references such as Why'd They Wear That? Fashion as a Mirror of History or, in French, Le grand livre des costumes or Le théâtre, de l'Antiquité à nos jours. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Target only one theatrical element to observe (e.g. one character's costumes or the lighting of a scene).

Drama – Secondary Cycle One Pedagogical Flexibility	
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Focus on theatrical choices related to the specific excerpt (e.g. theatrical technique and costumes in a clown performance). • Present works to fuel the students' reflection. • Have the students observe a character's traits and connect them with the choice of costumes for that character. • Name and present images of historical and socio-cultural dimensions of the work in order to provide the students with context. • Make a poster or project the subject-specific vocabulary on a screen to help the students name what they observe. • Create a question sheet to guide students in their observations. • Have the students listen to music or show them paintings from the same era as that of the selected work. • Choose to concentrate on a single theatrical element to be observed. • Ask students to present their analysis orally or in writing. • Have the students work individually, in pairs or in groups. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work in pairs or teams to do the observation exercise, with each member working on one theatrical aspect. • Do research in the library or on the Internet to compare theatrical choices.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> ▪ Create lists of dramatic-language terminology associated with costumes, sets, lighting, etc. ▪ Prepare a questionnaire on the theatrical elements to be observed in the selected work. ▪ Have the students listen to music or show them paintings from the same era as that of the selected work.
Products	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose to produce a short video to present their analysis (individually or as a team) and make connections with the visual arts by using a camera, a montage and digital images. • Present their observations and analysis orally or in writing. • Use the interactive whiteboard to do their presentation.

5. English as a Second Language

English as a Second Language – Elementary Cycle One Pedagogical Flexibility	
Learning goal	Through the exploration of texts selected from children’s picture books written for native speakers of English, students develop the two competencies prescribed by the program, <i>To act on understanding of texts</i> and <i>To communicate orally in English</i> .
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Present a variety of illustrated texts on the same topic. • Target knowledge related to the chosen text (e.g. key elements, events or a repertoire of words and short expressions). • Vary the resources offered to students (e.g. illustrations, videos, illustrated dictionaries, flashcards, posters). • Consult Constellations for a wide variety of picture books and suggested activities.

English as a Second Language – Elementary Cycle One Pedagogical Flexibility	
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Help students construct their understanding of the text before, during and after the reading by, for example: <ul style="list-style-type: none"> ○ Activating the students' prior knowledge on the topic and the vocabulary of the text by various means (e.g. images, discussions, brainstorming, a picture walk,¹ word classification) ○ Asking students to predict the content of a text and validate their predictions after it has been read to them ○ Encouraging students to learn the keywords in the text by proposing different games to them ○ Reading the text to the students several times and varying the way it is presented (e.g. read aloud, play an audio recording or show a video) • Propose different reading intentions as needed (e.g. to recognize the setting, list the keywords, recite repetitive passages aloud) • Model the targeted strategies (e.g. use of prior knowledge, predicting, directed attention) • Ask students to reflect on their learning (e.g. use of strategies, participation, use of English) in order to set personal learning goals <p>In Year 2 of Elementary Cycle One, during the creation of personalized versions of the story, <u>the teacher could:</u></p> <ul style="list-style-type: none"> • Ask students to participate in the preparation of resources (e.g. a word bank related to the chosen topic). • Vary the way they model a task (e.g. prepare the outline of the story by thinking aloud and asking the students to participate, show an example produced by a former student, provide an explicit model of the final product). • Allow students to use technological tools to record their personalized version or use software to help them carry out the task.
Learning environment	<p><u>The teacher could,</u> during the presentation of a story with recurrent passages:</p> <ul style="list-style-type: none"> • Ask students to choral read some passages. • Form pairs or subgroups to present the key elements of the story (Cycle One) or of their personalized version (Cycle Two). • Vary the environment and ways of grouping the students (e.g. cushions, desks, an active corner and a quiet corner) as needed.

¹ A picture walk is a pre-reading discussion about the illustrations that enables students to become familiar with the topic of a text, its narrative structure and its vocabulary.

English as a Second Language – Elementary Cycle One Pedagogical Flexibility	
	<ul style="list-style-type: none"> • Make sure that students have easy access to the available resources (e.g. posters, flashcards or picture books).
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to use different ways to demonstrate their understanding of the text (e.g. gesticulate, use flashcards, recite the text, use repetition, place the events in chronological order or fill in a graphic organizer). <p>In Year 2 of Elementary Cycle One, during the production of personalized versions of the story, even though the final product resembles the model provided by the teacher, the students choose the knowledge (words and short expressions drawn from resources and texts provided by the teacher or created by the group) that will be included in their personalized version, in accordance with the task requirements, the text provided, their areas of interest and their ideas. This work is carried out in pairs or subgroups.</p>

English as a Second Language – Elementary Cycles Two and Three Pedagogical Flexibility	
Learning goal	Students demonstrate and reinvest their understanding of oral and written texts.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Propose a variety of texts in line with the students’ level of language development and areas of interest. • Vary the types of texts presented on the same topic (popular, literary and information-based). • Target the functional language and the language conventions required to complete tasks. • Target the text components that they wish to teach (e.g. key elements, overall meaning or contextual cues). • Propose a variety of visual aids to encourage students to take risks to demonstrate their understanding (also applies to processes). • Use hyperdocuments² or activities to be completed to consolidate or enrich learning. • Vary the way content is presented to encourage active participation and engagement on the part of the students (e.g. use technological tools, collaborative tools, reader’s theatre or project-based learning). • Consult Constellations for a wide variety of books and suggested activities.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Activate the students’ prior knowledge about the chosen topic by using different means (e.g. a video clip, a class discussion or brainstorming in teams). • Ask students to predict the content of a text and validate their predictions after a first reading. • Present the targeted vocabulary using a variety of visual aids and diverse techniques (e.g. a picture walk,³ the PWIM,⁴ classification or games). • Allow students to read, listen to or view the text several times, proposing a different reading, listening or viewing intention as needed (e.g. recognize the setting, identify keywords or the main idea). • Allow students to read the questions or become familiar with the task in advance. • Let the students choose from among a variety of questions or tasks in accordance with the constraints they are under: <ul style="list-style-type: none"> ○ offer a choice of answers

² Hyperdocument: a document that contains hyperlinks that enable the students to access additional resources.

³ Picture walk: a discussion about the images that helps students become familiar with the topic of a text, its narrative structure and its vocabulary in preparation for reading it.

⁴ *Picture Word Inductive Model*. Guided by the teacher and the group, the students label what they see in an image, illustration or photo, classify the words and progressively extricate the general rules associated with creating sentences and paragraphs, which helps them develop their competencies and acquire knowledge.

English as a Second Language – Elementary Cycles Two and Three Pedagogical Flexibility	
	<ul style="list-style-type: none"> ○ offer open-ended questions ○ increase the complexity of the reflection by asking the students to justify their statements or evaluate the content by exercising their critical judgment ● Model and teach strategies (e.g. using resources, skimming, identifying, inferring or planning) to help the students use them more often and more confidently. ● Let the students choose from a variety of models which they could use to carry out the reinvestment task (e.g. explicit models, video clips, work done by former students). ● Make a toolkit available to the students (e.g. a reminder of text components or of text revision steps). ● Plan opportunities for self-evaluation to allow the students to reflect on their learning (e.g. use of strategies, participation, use of English or meeting of task requirements) so that they can set personal learning goals.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> ● Propose hands-on activities in the form of workstations to work on strategies or the structure of the text (e.g. watch a short documentary and list the key elements, predict the content of a picture book based on images or illustrations, listen to an interview on the radio to grasp the overall meaning). ● Invite the students to read the text as a class or allow them to read it individually, in pairs or in subgroups (e.g. an expert group, workstations or a literature circle). ● Arrange the classroom to facilitate learning (e.g. access to resources, arrangement of the desks, a reading corner, a listening station). ● Be flexible about where the tasks will be carried out.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> ● Take into account the students' non-verbal reactions (e.g. laughter, facial expressions, gestures) during the demonstration of understanding. ● Allow students to choose the format for their final production (e.g. skit, poster, short text, video clip).

English as a Second Language – Core and Enriched programs – Secondary Cycles One and Two Pedagogical Flexibility	
Learning goal	After reading up on a topic, the students examine, analyze and compare a variety of authentic media texts (e.g. posters, audio recordings, short films, multimedia presentations, web pages) in order to produce their own media document (production process).
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Propose a variety of media texts on the same topic. • Take into account the visual information provided when selecting texts in order to generate rich discussions. • Target the contextual cues⁵ (Cycle 1) or the internal⁶ and external⁷ features (Cycle 2) of texts in order to construct meaning of texts. • Propose various topics so that students can choose the one that they would like to deal with in depth in their production. • Offer a variety of resources (e.g. illustrations, video clips, banks of synonyms related to the topic chosen or posters) from which the students can choose what they want to use or incorporate into their production (e.g. word bank, comparative charts or posters).
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Activate students' prior knowledge (e.g. a Collaborative Wall, a K-W-L chart⁸ or a concept map) to help them carry out a better analysis and compare the media texts presented. • Choose some strategies for the students to work on or let the students choose one or more so that they can become proficient users (e.g. compare, take notes, cooperate). • Vary the purpose of reading, listening and viewing (e.g. identify, understand, compare, classify, illustrate, infer, justify, evaluate) based on the students' capabilities. • Allow students to reread the text, listen to it again or view it again in order to identify the details they deem important. • Offer various tools for taking notes (e.g. graphic organizers, T-charts, semantic maps or a variety of charts). • Model effective note-taking or use of note-taking tools. • Plan opportunities for self-evaluation to allow the students to reflect on their learning (e.g. use of strategies, participation, use of English, meeting of task requirements) so that they can set personal learning goals.

⁵ Contextual cues include the table of contents, index, titles, subtitles, illustrations, keywords, key phrases and paragraphs.

⁶ Internal features refer to the text components, the topic addressed and the language used.

⁷ External features refer to the intended purpose, the target audience and the cultural references.

⁸ A three-column graphic organizer representing what the student **K**nows, what the student **W**ants to learn and what the student has **L**earned

English as a Second Language – Core and Enriched programs – Secondary Cycles One and Two Pedagogical Flexibility	
	<ul style="list-style-type: none"> • Provide different models of a final production (e.g. poster, audio recording, short film, multimedia presentation or web page). • Ask students to provide their classmates with feedback on their production plan or preliminary version of the production. • Encourage the students to use various technological tools to share their final production with the target audience (e.g. their parents, other students in the school, members of the community).
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to work on the preproduction, production and postproduction phases in pairs or in subgroups and provide support based on their needs, for example, when they: <ul style="list-style-type: none"> ○ brainstorm to choose a topic or theme ○ activate their prior knowledge related to the chosen topic or theme ○ determine the relevant information to include in the production after conducting their research ○ create a media text ○ adjust their production based on the feedback received ○ reflect on the reaction of and feedback from the audience • Propose hands-on activities in the form of workstations to encourage active participation and engagement on the part of the students (e.g. an exploration of the various technological tools for creating media productions). • Arrange the classroom to facilitate learning in the form of workstations or to encourage interaction.
Products	<p><u>The teacher could</u> allow students to choose the format for their final production (e.g. poster, audio recording, short film, multimedia presentation, web page).</p>

English as a Second Language – Core and Enriched programs – Secondary Cycles One and Two Pedagogical Flexibility	
Learning goal	The students explore the English language and English-language cultures by responding to a variety of authentic information-based or literary texts and sharing their responses with their classmates (response process).
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Choose texts that bear the imprint of one or more English-language cultures to help the students develop their world view and improve their understanding of their own culture (e.g. way of life, communication conventions, cultural productions such as music, literature or media). • Involve the students in choosing the topics or texts to foster their engagement. • Allow students to choose an excerpt or a chapter from the text to which they would like to respond. • Target the contextual cues⁹ (Cycle 1) or the internal¹⁰ and external¹¹ features (Cycle 2) of texts in order to construct the meaning of the text and prepare to respond to it.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Vary the activities to provide better support for the students during the response process (e.g. a response journal, a literature circle,¹² a mind map, a graphic organizer, a collage). • Propose a set of prompts to help students respond to a text in a discussion group (e.g. “How would you have reacted if you had had to face the same problem?” “How do you feel about the author’s statements?” “How does this new information change your way of thinking?”). • Allow students to choose the prompt questions that they want to address in a discussion group. • Provide a bank of vocabulary and useful expressions (functional language) to support the students in group discussions (e.g. “I noticed that...,” “I learned that...,” “This text reminds me of...” or “The way of life depicted is similar to...”). • Select some strategies to be used or let the students themselves choose one or more so that they can work on using them effectively (e.g. recast, rephrase, substitute, self-regulation). • Ask students to model a communication or learning strategy in a skit.

⁹ Contextual cues include the table of contents, index, titles, subtitles, illustrations, keywords, key phrases and paragraphs.

¹⁰ Internal features refer to the text components, the topic addressed and the language used.

¹¹ External features refer to the intended purpose, the target audience and cultural references.

¹² A group similar to an adult reading club where the objective is to encourage informed discussions about a text in order to maximize understanding. The teacher may choose to assign roles to students to help them split up the tasks and promote involvement (e.g. discussion leader, illustrations leader, word leader or summary leader).

English as a Second Language – Core and Enriched programs – Secondary Cycles One and Two Pedagogical Flexibility	
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to work in pairs or subgroups to: <ul style="list-style-type: none"> ○ explore the text (e.g. share what draws their attention and the elements that they consider important, ask questions that still remain about the text or the author, take into consideration the meaning that others have extracted from the text) ○ share a personal connection with the text ○ discuss possible generalizations that extend beyond the framework of the text itself • Set up heterogeneous groups to enrich the discussions and provide additional support for students with difficulties or set up homogeneous groups to allow students to react to one or more texts that present a level of difficulty appropriate for all members of the group. • Arrange the classroom to encourage interaction (e.g. discussions in pairs or in subgroups, a role-play, an improvisation). • Establish class routines that promote interaction (e.g. the think-pair-share¹³ cooperative structure, literary circles). • Suggest that students participate in discussion and sharing platforms or share their reality with students in English-language schools in Québec, Canada or elsewhere.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Encourage the students to vary the prompts and guiding questions chosen during the response process. • Allow students to respond to the text orally (e.g. quick-shares, recordings, discussion circles or discussions with the teacher) or in writing (e.g. a dialogue journal, a double-entry journal).

¹³ The think-pair-share cooperative structure: students think about a topic or a question individually, discuss their thoughts with one or more partners and then share with the class what was discussed.

6. English Language Arts

English Language Arts - Elementary Cycle One Pedagogical Flexibility	
Learning goal	<p>The student chooses topics and purposes for writing in order to produce personally meaningful texts for a familiar audience of peers, family and friends.</p> <p>Self-expressive text type: friendly letter</p> <p>Note: These ideas can easily be adapted for the different required text types outlined in the Progression of Learning.</p>
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Select a variety of texts for read-alouds and shared reading that provide examples of friendly letters (e.g. letters, picture books, magazines, morning messages) and that address various purposes, readability levels and interests. • Provide large formats of some of these texts to examine and discuss their different purposes and to discuss the structures and features of friendly letters, both as a whole group and in small groups. • Provide a variety of texts for students to read themselves, independently, in small groups or in pairs, chosen with attention to the common learning goal, student ability and interest. • Consult Constellations for quality literature on a variety of subjects. • Consult Literacy Today for a wealth of resources on the writing process and effective read-aloud strategies.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Carry out many read-alouds of diverse texts to engage students in a discussion about some of the purposes of writing letters. • Carry out many read-alouds of diverse texts to engage students in a discussion about the structures and features of friendly letters found in these texts. • Carry out interactive writing activities to model letter writing with authentic purposes and audiences, prompting students to include the structures and features (as defined in the Progression of Learning). • Based on the strengths and challenges observed during the read-aloud and group discussions, meet with small groups of students or individuals to further understanding, either to revisit an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners. • Provide an opportunity for students to reread texts or listen to an audio version. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose a friendly letter from one of the texts read by the teacher and individually, in small groups or in pairs: <ul style="list-style-type: none"> ○ determine and explain the purpose of the letter and how this reflects authentic purposes of letter writing

English Language Arts - Elementary Cycle One Pedagogical Flexibility	
	<ul style="list-style-type: none"> ○ identify and label the structures and features ● Take part in small groups discussions, with teacher support, to: <ul style="list-style-type: none"> ○ construct meaning of the model texts ○ brainstorm possible letter-writing topics for authentic purposes ○ offer and receive feedback from peers on the plan or the first draft of their text
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> ● Provide opportunities to work in pairs, in small groups or individually according to choice or teacher direction. ● Provide spaces in the room where students can work quietly, as well as places that accommodate student collaboration. ● Have places where the teacher can confer with individuals and work with small groups.
Products	<p>The students could, depending of their level of understanding and ability:</p> <ul style="list-style-type: none"> ● Label a friendly letter and describe the purpose. ● Fill in a table with the structures and features of a friendly letter, their purpose and some possible purposes for this type of letter. ● Create a poster to explain the structures and features of a friendly letter and possible purposes for this type of letter. ● Create a graphic organizer that illustrates the structures and features of a friendly letter and possible purposes for this type of letter. ● Make a list of possible personal reasons for writing a friendly letter. ● Write friendly letters that reflect personal choice, interests and purpose (e.g. letter to friend, family member, author, school member). <p>Note: When the learning goal is to write a friendly letter, there is no need for everyone to write the same letter. Personal choice of topic, audience and purpose can increase interest and engagement.</p>

English Language Arts Elementary Cycle Two Pedagogical Flexibility	
Learning goal	The student develops a personal response process in the context of a community of readers, as a result of working in a print-rich environment with peers and teacher.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Select texts that are layered and that provide multiple levels of entry so that students at different levels of decoding ability can take part in discussing the ideas in the texts. • Select texts that represent a range of text types, media texts, readability levels and interests. • Choose illustrated texts that provide more support for meaning-making strategies. • Provide texts for independent, paired and literature circle reading that represent a range of text types, media texts, readability levels and interests. • Consult Constellations for quality literature on a variety of subjects. • Consult Literacy Today for a wealth of resources on response to literature, including tips and tools for setting up literature circles.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Read aloud to the whole class and show the pictures so that all students, including those who are unable to decode the text, can take part in discussions about the ideas in the texts. • During the read-alouds/viewings discussions and follow-up, the teacher could use a variety of guiding questions that grow in complexity (refer to Bloom's taxonomy) and that respect the students' readiness and abilities. • During the read-alouds/viewings, the teacher could provide open-ended guiding questions about the books for students to discuss in small groups and/or in think-pair-share situations. • Provide an opportunity for students to reread the text or listen to an audio version. • Following the read-alouds/viewings and discussions, meet with small groups of students or individuals to further their understanding based on the strengths and challenges observed during the group discussions (i.e. to revisit or to extend ideas and skills). • Provide tiered activities through which all learners work with the same important understandings, knowledge and skills, but proceed with different levels of support, challenge or complexity. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Take part in discussing their response to the texts in pairs, in small groups and as a whole class, with the teacher's guidance.

English Language Arts Elementary Cycle Two Pedagogical Flexibility	
	<ul style="list-style-type: none"> • Take part in literature circles where texts are chosen on the basis of the common learning goal and diverse reading abilities. • Discuss favourite parts, ideas or interesting information in the text. • Discuss a significant quote from the text, chosen by the teacher or the students. • With a partner or in a small group, choose a meaningful excerpt from the book and discuss it. Share this excerpt and its meaning(s) with the larger group. • Role-play, write or illustrate their ideas from the text in response to a guiding question and/or after discussion (e.g. an important idea in the text, the importance of an event, a character's reaction, an emotion). • Complete learning centre activities where students are asked to develop ideas about the text in different ways (e.g. art, writing, audio recording, graphic organizer). • Role-play their favourite parts, ideas or events in the text and discuss them. <p>Note: The teacher could provide opportunities for all students to share their products so that they are exposed to different ideas and various ways of expressing them.</p>
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Provide opportunities to work in pairs, in small groups and individually according to choice or teacher direction. • Provide spaces in the room where students can work quietly, as well as places that accommodate student collaboration. • Have places where the teacher can confer with individuals and work with small groups.
Products	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Demonstrate their understanding in response to a guiding question in different forms (e.g. writing, drawing, media texts, graphic organizer and other formats that the students have previously learned and are familiar with). • Choose from teacher-provided options to express their response to a text (e.g. write a letter, develop a mural with labels, write a dialogue between characters, create a visual representation). • Reflect on their own learning in a response journal using written text, notes, drawings, graphic organizers, etc. • Create a visual representation of a text or an element of a text (e.g. a character, a setting, an event) with members of a literature circle. • Choose a personally meaningful excerpt from a book and discuss it. Share this excerpt and its meaning(s) with the larger group.

English Language Arts Elementary Cycle Two Pedagogical Flexibility	
	Note: When the learning goal is to develop a personal response, encourage students to read and respond to texts of their choosing. Personal choice and an appropriate challenge can increase interest and engagement.

English Language Arts - Elementary Cycle Three Pedagogical Flexibility	
Learning goal	The student understands that texts are social and cultural products, and begins to identify the view of the world presented in a text.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Choose common anchor texts that encourage reflection and discussion on issues related to fairness, equity and social justice, to explore with students during read-alouds. • Provide, for independent reading, a variety of texts of different readability levels that appeal to a multitude of student interests and challenge the students at their zone of proximal development on issues related to fairness, equity and social justice. • Provide a variety of text types, including media texts, that address a common theme. • Provide digital versions of texts for those students who can benefit from audiobooks and assistive technology. • Consult Constellations to find quality literature using keyword searches (e.g. social justice, diversity), author or title. • Consult Literacy Today for a wealth of resources including the Oracy Toolkit which offers support for teaching talk skills.
Processes	<p><u>The teacher could</u> lead discussions:</p> <ul style="list-style-type: none"> • About the ways in which diverse groups of people (e.g. gender, culture) are depicted in the read-aloud texts • About how diverse groups of people are depicted in the texts students are reading on their own, in pairs or in literature circle groups • About whose voices are heard and whose are missing • For comparing students' values with some of the social, cultural and historical values in the literary texts <p>During the read-aloud/viewing discussions and follow-ups, the teacher could use a variety of guiding questions that grow in complexity (refer to Bloom's taxonomy) and that respect students' readiness and abilities.</p>

English Language Arts - Elementary Cycle Three Pedagogical Flexibility	
	<p>During small-group work, the teacher could circulate from one group to another to offer appropriate support and scaffolding, through questioning and prompting, where needed.</p> <p><u>The students could</u>, in small groups or in pairs:</p> <ul style="list-style-type: none"> • Take part in literature circles where texts are chosen on the basis of the common learning goal and diverse reading abilities. • Provide an opportunity for students to reread texts or listen to an audio version. • Discuss and make inferences about the view of the world presented by the text. • Create and record their own questions about the view of the world presented in the text, and discuss, with guidance, whose voices are heard in a text and whose are missing from it. • Compare, with guidance, own values with some of the social, cultural and historical values in the literary texts. • Choose a personally meaningful excerpt from a book and discuss orally and in writing, then share this excerpt and its meaning with the larger group.
Learning environment	<p><u>The teacher could</u>:</p> <ul style="list-style-type: none"> • Provide opportunities to work in pairs, in small groups and individually according to choice or teacher direction. • Provide spaces in the room where students can work quietly, as well as places that accommodate student collaboration. • Have places where the teacher can confer with individuals and work with small groups.
Products	<p>The students could:</p> <ul style="list-style-type: none"> • Demonstrate their understanding in response to a guiding question in different forms (e.g. poster, letter, poetry or other formats with which students are familiar). • Choose from teacher-provided options to express their response to a text (e.g. letter to the author, mural, dialogue between characters, sequel, public service announcement). • Reflect on their own learning in a response journal using written text, notes, drawings, graphic organizers, etc. • Plan and create a collaborative visual representation of a text with literature circle group members. <p>Note: Provide choices when the learning goal is to develop a personal response. Encourage students to read and respond to texts of their choosing. Personal choice and appropriate challenge increase interest and engagement.</p>

English Language Arts - Secondary Cycle One Pedagogical Flexibility	
Learning goal	<p>The student follows a process to produce written texts in specific contexts. Required explanatory texts (written, media and multimodal):</p> <ul style="list-style-type: none"> • Photo-essay with text (e.g. pamphlet) or • “How to” booklet/manual (e.g. expert paper) <p>Note: These activities can easily be adapted for other text types.</p>
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Make available numerous and various examples of the required text type that address different purposes, reading abilities and interests in order to give all learners opportunities for exploration and immersion into text. • Illustrate various authentic contexts for using and producing these texts and invite students to consider personally relevant contexts. • Make available a variety of formats of texts including audio and digital texts to meet the needs and learning preferences of learners. • Provide a variety of resources and materials suited to creating the text type that will be produced by students. • Consult Literacy Today for more information on authentic context for writing.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Organize students into small inquiry groups according to the text type chosen by students (heterogeneous ability grouping) to consider purpose, structures, features, codes and conventions (as defined in the Progression of Learning). • Use guiding questions and other scaffolding to support students in small group exploration of the text type (e.g. What is the purpose of the text? What are the parts? How does it work? How do we read it? What types of variations can we find?) • Carry out whole group and small group mini-lessons on the targeted text types. • Organize student groups for sharing their research in a jigsaw or similar structure. • Have students record observations and conclusions from small inquiry groups on anchor charts and graphic organizers to share with other groups. • Lead large group discussions and record observations and conclusions from small inquiry groups on anchor charts and graphic organizers for future reference. • Confer with individual students and small groups during the writing/production process.

English Language Arts - Secondary Cycle One Pedagogical Flexibility	
	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Share, with the whole class, explanatory texts that they have personally found useful in the past or that they have brought for the purpose of the inquiry. • Take part in a small group inquiry into a targeted text type using a variety of texts that provide a selection of readability levels and interests (e.g. to brainstorm ideas, research, clarify and extend thinking). • Identify and discuss the purpose, format, structures and features, and codes and conventions of the texts. • Compare the structures and features, codes and conventions of different types of explanatory texts and discuss the reasons for these differences. • Consider effectiveness of structures and features and codes and conventions in different texts of the same type. • Choose the context(s) for own writing/production based on own interests (e.g. purpose, audience, genre, topic/issue). • Use the appropriate structures and features, and codes and conventions when producing the written, media or multimodal explanatory texts. • Go through the stages of the production process to produce an explanatory text. • Confer with peers and teacher throughout the writing process and use feedback strategies to improve own writing and support peers. • Reflect on own development as a writer and group member over time in a learning journal or writer's notebook.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Provide opportunities for working in pairs, in small groups and individually according to choice or teacher direction. • Provide spaces in the room for working independently, as well as spaces for student collaboration and peer conferences. • Have places where the teacher can confer with individuals and work with small groups.
Products	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Produce an explanatory text (written, media or multimodal) of their choice using a writing/production process. • Share their text. • Publish their text. <p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Provide the choice to produce print, multimodal or digital texts.

**English Language Arts - Secondary Cycle One
Pedagogical Flexibility**

- Allow the students to determine the text format (e.g. print, multimodal, digital) and purpose for the text they will produce.

English Language Arts - Secondary Cycle Two Pedagogical Flexibility	
Learning goal	<p>The student deepens own meaning(s) of a text in discussions with other readers. Required narrative texts:</p> <ul style="list-style-type: none"> • Novels • Graphic novels <p>Note: These activities can be adapted to other text types (e.g. poetry, plays, articles, memoir, biography).</p>
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Establish the learning focus taken from the Progression of Learning (e.g. characterization, conflict and resolution of conflict). • Provide a variety of narrative texts that differ in terms of readability and student interest for students to choose from in order to form book clubs based on a learning focus. • Select an anchor text. • Consult Literacy Today for a wealth of resources including the Oracy Toolkit which offers support for teaching talk skills.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Organize the students into book clubs according to books chosen by students. • Provide an opportunity for students to read texts and listen to audio versions. • Provide the guiding questions for the book clubs according to the learning focus. <p>For example,</p> <ul style="list-style-type: none"> ○ How do the author's crafting choices help to convey meaning with respect to the learning focus in your book club text? ○ Consider the effect of structures and features, codes and conventions in the different texts and their impact on the learning goal. <ul style="list-style-type: none"> • Co-create, with students, guiding questions for the book clubs according to the learning focus. • Carry out mini-lessons by modelling think-alouds using an anchor text. • Model different ways for recording reading ideas and reflections using the anchor text (e.g. graphic organizers, visual texts, written texts, multimodal texts, digital texts). • Lead large group discussions and record student observations and reflections from book clubs on anchor charts and effective graphic organizers for future reference. • Use guiding questions and other scaffolding to support students in their book clubs.

English Language Arts - Secondary Cycle Two Pedagogical Flexibility	
	<ul style="list-style-type: none"> • Organize student groups for sharing their observations and reflections in a jigsaw or similar format. • Confer with individual students and small groups during the writing/production of personal responses. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose a book club text based on readability and interest. • Participate in book club discussions by considering the guiding questions in small group discussions (e.g. brainstorm ideas, clarify and extend thinking, ask questions). • Suggest other questions for the class to inquire into the learning focus (e.g. theme, characterization, conflict and conflict resolution). • Document book club ideas and student learning and thinking (e.g. graphic organizers, visual texts, written texts, multimodal texts, digital texts). • Share ideas and observations with the other book clubs through talking and using the supporting documents they created. • Discuss similar and different ways that authors may communicate theme, characterization, conflict, etc. • Confer with peers and teacher throughout the writing process and use feedback strategies to improve own writing and to support peers. • Reflect on own development as a reader and discussion group member, over time, in a reading journal.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Provide opportunities to work in pairs and in small groups according to book club membership. • Provide the space and technology for students to read texts and listen to audio versions. • Provide spaces in the room where students can work quietly. • Provide spaces in the room that accommodate student collaboration. • Have places where the teacher can confer with individuals and work with small groups.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Provide student choice in determining the format of their individual responses (e.g. quickwrite, art, poetry, concept map, letter writing). <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Write/produce an individual response of their choice for their book club text. • Write/produce a response as a collaborative group.

7. Ethics and Religious Culture

Ethics and Religious Culture – Elementary Cycle Three Pedagogical Flexibility	
Learning goal	Through acquisition of the competency <i>Demonstrates an understanding of the phenomenon of religion</i> , the students make connections between forms of religious expression and the social and cultural environment.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Present the program content by calling upon special guests or by organizing educational field trips. • Propose a variety of instructional materials.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Divide the task into steps. • Allow students to choose the order in which they want to carry out tasks. • Read texts to the students.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Provide a time-management tool. • Allow students to take short breaks when carrying out a task. • Spread out the tasks over time.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Give students choices with regard to the types of products expected, especially by: <ul style="list-style-type: none"> ○ asking questions orally ○ using video capture

Ethics and Religious Culture – Secondary Cycle One Pedagogical Flexibility	
Learning goal	Through acquisition of the competency <i>Reflects on ethical questions</i> , students are aware that there are forms of freedom and that the exercise of freedom involves limits and obligations.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Add images, subtitles or pictograms for long texts. • Vary the type and complexity of the texts.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Take into consideration the different types of learners. • Remind the students that they can use reading strategies. • Explicitly teach some strategies that are often used in ethics and religious culture, especially summary and inference. • Develop a concept map with the students.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Vary the classroom set-up. • Use certain visual references in the classroom. • Divide the content to be worked on between several teams.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Give students choices with regard to the types of products expected, especially by: <ul style="list-style-type: none"> ○ asking questions orally ○ using video capture

Ethics and Religious Culture – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	Through acquisition of the competency <i>Demonstrates an understanding of the phenomenon of religion</i> , students are aware that human beings have been asking themselves fundamental questions such as, “Who are we?” “Where did we come from?” “Where are we going?” since the beginning of time, and that diverse religious traditions or currents of thought provide possible answers.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Make a variety of resources available to the students to help them understand the problem. • Let the students choose the resources they will need to determine the relevant elements with regard to the problem.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Accompany the students by providing feedback (on their learning or the steps in their process). • Propose individual or group activities that encourage reflection.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Divide the students into subgroups so that they can do certain learning or share facts (e.g. work in teams of two or three). • Propose collaborative tasks where each student’s participation is needed.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to choose what they consider the most appropriate form of presentation, given the context (e.g. an oral report or a presentation using a visual aid such as a model, poster, digital presentation). • Give students the choice of presenting their work in front of their peers or in front of the teacher only.

8. Financial Education

Financial Education (Secondary V) – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	The students consider the legal aspects when taking a position on a financial issue.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Determine an issue to be looked at in class. • Select some texts to read and comment on (or have the students read, depending on the context and the level of difficulty of the texts). The texts can be presented in paper, digital or another format. • Choose to present audio and video news reports on the issue being studied. • Target various items of knowledge related to the issue being studied and draw attention to the elements that will help the students to consider the legal aspects of this issue, such as their rights and their responsibilities. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose some of the texts proposed by the teacher or find their own texts that are related to the issue being studied.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start by modelling the importance of considering the legal aspects of an issue. • When reading the texts (if the same for all students), ask certain students questions that elicit a reaction. Other students will be selected during a second reading. All the students will have the chance to react in pairs. • Provide increased scaffolding for students who, for example, are experiencing difficulty in recognizing the institutions that enable them to assert their rights. The teacher could help them highlight the roles and responsibilities of each party with regard to the chosen issue. • Read the texts to all the students at once, to a small group of students, to a pair of students or to one student at a time. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Ask each other prepared or spontaneous questions that elicit a reaction while working in pairs or in teams. • Read a text (with or without images) onscreen. • Listen to an audio text. • Watch a documentary about the issue being studied.
Learning environment	<u>The students could:</u>

	<ul style="list-style-type: none">• Work alone, in pairs or in groups. <p>The pairs or groups could be homogeneous or heterogeneous.</p> <ul style="list-style-type: none">• Read alone or in pairs, if they are reading the texts themselves.
Products	<p><u>The students could</u> demonstrate their ability to consider the legal aspects of the issue in the following ways:</p> <ul style="list-style-type: none">• Answer the teacher's questions orally during an individual, pair or group interview.• Answer, in writing, some questions asked by the teacher.• Create a table or a diagram in which they explain the legal aspects related to the issue.

9. Français, langue d'enseignement

Français, langue d'enseignement – 1 ^{er} cycle du primaire Flexibilité pédagogique	
Intention pédagogique	Amener les élèves à réagir à une variété de textes lus.
Contenus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Sélectionner quelques textes qu'il lira aux élèves ou qu'il leur fera lire selon le contexte et le niveau de difficulté des textes. Les textes peuvent être présentés sous forme papier, numérique ou autre (concerne aussi les Processus). <p>Ex. : des albums, des contes, de courts récits ou des chansons.</p> <p>Un texte différent peut être lu chaque jour ou à quelques reprises durant la semaine. Pour sélectionner les textes, l'enseignant peut se référer au site Constellations.</p> <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Choisir des textes parmi quelques-uns proposés par l'enseignant ou leurs pairs, en fonction de leurs champs d'intérêt et de leurs besoins. <p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • À partir de la progression des apprentissages, cibler différentes connaissances liées à la réaction qu'il souhaite développer chez les élèves. <p>Ex. : partager leurs impressions à la suite de leur lecture, développer leur capacité à s'identifier à un personnage ou s'exprimer par rapport au texte qu'on leur a lu ou qu'ils ont lu.</p>

Processus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Amorcer l'activité par un modelage qui illustre quelques façons de procéder pour réagir à un texte. <p>Ex. : dire ce qu'on a aimé ou non, s'identifier aux personnages ou établir des liens avec ses expériences.</p> <p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Lors de la lecture d'un texte, cibler quelques élèves à qui il posera des questions de réaction. D'autres élèves seront ciblés lors d'une seconde lecture. Tous les élèves auront l'occasion de réagir en dyade (concerne les structures aussi). • Offrir un étayage¹⁴ accru aux élèves qui éprouvent de la difficulté à réagir à un texte, en les amenant à réagir, pour que tous accèdent à des textes de niveaux de complexité variés. • Proposer aux élèves des défis à relever en fonction de leurs besoins, comme expliquer à voix haute la façon dont ils procèdent pour réagir à des textes ou suggérer eux-mêmes des questions qui pourront être posées aux autres élèves. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Se poser des questions de réaction en dyade ou en équipe, à l'aide de questions d'amorce ou de façon spontanée. <p>Ex. :</p> <ul style="list-style-type: none"> ○ Qu'aurais-tu fait à la place du personnage « x »? ○ T'est-il déjà arrivé de te sentir comme le personnage « x »? ○ Quel est le moment le plus important du récit selon toi? • Lire à l'écran un texte accompagné ou non d'images (concerne les structures aussi). • Écouter un texte audio (concerne les structures aussi).
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¹⁴ « L'étayage consiste à fournir un soutien temporaire et sur mesure à l'apprenant afin qu'il puisse réaliser une tâche qu'il ne peut faire encore par lui-même » (Saint-Laurent et Boisclair, 1995, p. 6).

Structures	<p><u>L'enseignant peut</u> :</p> <ul style="list-style-type: none"> • Lire un texte à tous les élèves en même temps, à un sous-groupe d'élèves ou, en dyade, à un seul élève. Les groupes formés peuvent être homogènes ou hétérogènes. <p><u>Les élèves peuvent</u>, s'ils assument eux-mêmes la lecture du texte :</p> <ul style="list-style-type: none"> • Lire seuls ou en dyade. • Lire assis à leur place ou dans le coin de lecture.
Productions	<p><u>Les élèves peuvent</u>, pour témoigner de leur capacité à réagir :</p> <ul style="list-style-type: none"> • Répondre oralement à des questions posées par l'enseignant lors d'une lecture interactive ou d'un entretien de lecture (ou d'un autre dispositif de lecture). • Répondre par écrit¹⁵ à quelques questions posées par l'enseignant. • Répondre en équipe à des questions de réaction à la suite d'une lecture en duo. • Enregistrer leurs réponses à l'aide d'un logiciel. • Rédiger en équipe des questions de réaction liées au ou aux textes lus et les enregistrer.

¹⁵ Les traces recueillies pour témoigner de la capacité à réagir à un texte doivent être variées; elles ne doivent pas seulement être écrites.

Français, langue d'enseignement – 2 ^e cycle du primaire Flexibilité pédagogique	
Intention pédagogique	Amener les élèves à porter un jugement critique sur des œuvres littéraires pour la jeunesse.
Contenus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Sélectionner quelques textes qu'il lira aux élèves ou qu'il leur fera lire selon le contexte et le niveau de difficulté des textes. Les textes peuvent être présentés sous forme papier, numérique ou autre (concerne aussi les Processus). <p>Ex. : des miniromans, des bandes dessinées ou des fables.</p> <ul style="list-style-type: none"> • Amorcer son activité en prenant appui sur un réseau littéraire. <p>Pour s'inspirer, l'enseignant peut se référer au site Constellations ou à la revue Le Pollen.</p> <p>Une œuvre différente peut être lue chaque jour ou à quelques reprises durant la semaine.</p> <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Choisir des œuvres parmi quelques-unes proposées par l'enseignant, en fonction de leurs champs d'intérêt et de leurs besoins. • Proposer la lecture d'une œuvre. <p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • À partir de la progression des apprentissages, cibler différentes connaissances liées au jugement critique qu'il souhaite voir se développer chez les élèves. <p>Ex. : déterminer les forces et les faiblesses d'une œuvre à l'aide d'exemples pertinents ou évaluer une œuvre en la comparant à d'autres œuvres semblables.</p>

<p>Processus</p>	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Amorcer l'activité par un modelage qui illustre quelques façons de porter un jugement critique sur une œuvre littéraire. <p>Ex. : commenter divers aspects d'une œuvre tels que le format ou les illustrations.</p> <ul style="list-style-type: none"> • Offrir un étayage accru aux élèves qui éprouvent de la difficulté à porter un jugement critique sur une œuvre, en leur faisant lire des critiques déjà rédigées, pour que tous accèdent à des textes de niveaux de complexité variés. • Proposer aux élèves des défis à relever, comme compléter, oralement ou par écrit, des critiques amorcées par des pairs (concerne aussi les productions). <p>Un élève peut modeler, devant les autres élèves, la façon dont il procède pour porter un jugement critique sur une œuvre littéraire. Ce modelage peut être enregistré pour qu'il soit possible de l'écouter ultérieurement.</p> <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Échanger entre eux et se poser des questions sur le jugement critique. <p>Une banque de questions peut être mise à leur disposition pour les aider à formuler leurs propres questions.</p> <p>Ex. :</p> <ul style="list-style-type: none"> ○ Est-ce que cette histoire vous en rappelle une autre? Quelles sont les différences et les ressemblances entre les personnages? ○ Quelles sont les qualités et les particularités des illustrations? <p>Les œuvres peuvent être lues sur un écran (concerne les structures aussi).</p> <p>Les œuvres peuvent être sous forme de livres audio (concerne les structures aussi).</p>
<p>Structures</p>	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Lire des œuvres à tous les élèves en même temps, à un sous-groupe d'élèves ou, en dyade, à un seul élève. <p>Les groupes formés peuvent être homogènes ou hétérogènes.</p> <ul style="list-style-type: none"> • Proposer des cercles de lecture (ces groupes peuvent être hétérogènes de manière que les élèves puissent s'offrir un étayage mutuel) ou des ateliers au cours desquels les élèves devront, par exemple, lire des extraits et porter un jugement critique sur ceux-ci. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Lire seuls, en dyade ou dans un cercle de lecture. <p>Des élèves peuvent se rendre à la bibliothèque de l'école pour découvrir d'autres œuvres.</p>

Productions	<p><u>Les élèves peuvent</u>, pour témoigner de leur capacité à porter un jugement critique sur des œuvres littéraires pour la jeunesse :</p> <ul style="list-style-type: none">• Répondre par écrit¹⁶ à quelques questions posées par l'enseignant.• Dans un cercle de lecture, partager leur jugement critique avec d'autres élèves.• Répondre oralement à des questions posées par l'enseignant lors d'une lecture interactive ou d'un entretien de lecture (ou d'un autre dispositif de lecture).• Présenter à la classe une œuvre en mettant en avant ses forces et ses faiblesses.• Réaliser une capsule Web littéraire (<i>booktube</i>).• Organiser un minicolloque au cours duquel ils feront la promotion d'œuvres pour la jeunesse.
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¹⁶ Les traces recueillies pour témoigner de la capacité à porter un jugement critique sur les œuvres doivent être variées; elles ne doivent pas seulement être écrites.

Français, langue d'enseignement – 3 ^e cycle du primaire Flexibilité pédagogique	
Intention pédagogique	<p>Amener les élèves à interpréter des textes variés.</p> <p>L'interprétation se construit à travers les interactions entre les pairs et avec l'enseignant.</p>
Contenus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> Sélectionner quelques textes que les élèves liront de façon autonome ou qui seront lus par lui. Les textes doivent être assez résistants¹⁷ pour qu'il y ait place à l'interprétation. Les élèves peuvent aussi sélectionner eux-mêmes certains textes qu'ils souhaitent lire, en fonction de leurs champs d'intérêt et de leurs besoins. <p>Un texte différent peut être lu chaque jour ou à quelques reprises durant la semaine.</p> <p>Pour sélectionner les textes, l'enseignant et les élèves peuvent se référer au site Constellations.</p> <p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> À partir de la progression des apprentissages, cibler différentes connaissances liées à l'interprétation qu'il souhaite voir se développer chez les élèves. <p>Ex. : négocier pour obtenir une interprétation qui fasse l'unanimité ou nuancer leur interprétation à la suite d'échanges.</p>

¹⁷ Les œuvres résistantes sont moins accessibles que les autres, car elles laissent place à l'implicite et à l'interprétation. Pour y accéder, l'élève doit pouvoir bénéficier de l'étayage de l'enseignant.

Processus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Présenter un modelage devant les élèves à partir d'un texte pour leur montrer comment interpréter. <p>Ex. : s'appuyer sur des extraits du texte.</p> <ul style="list-style-type: none"> • Proposer plusieurs textes à lire aux élèves, leur en faire aussi la lecture au fil des jours et amener les élèves à discuter de leur interprétation d'un texte lu. • Offrir un étayage¹⁸ accru aux élèves qui éprouvent de la difficulté à interpréter un texte en les aidant à négocier pour obtenir une interprétation qui fasse l'unanimité ou à nuancer leur interprétation. • Proposer à un élève de lire le même livre que lui et d'échanger ensuite à propos de leurs interprétations respectives. <p>Quelques élèves peuvent défendre leur interprétation d'un texte devant leurs pairs en modelant la manière de mettre en avant des arguments convaincants.</p> <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Se donner des défis à relever, comme sélectionner des textes parmi quelques-uns déjà lus ou rédiger des questions d'interprétation qui seront posées à d'autres élèves. <p>Ex. (les meilleures questions d'interprétation sont celles intimement liées à l'œuvre) :</p> <ul style="list-style-type: none"> ○ Que signifie le passage « x »? ○ Quelles valeurs sont mises en avant? ○ Quel est le message transmis par l'auteur? <p>Les œuvres peuvent être lues sur un écran. Des hyperliens peuvent mener vers d'autres textes à lire (concerne les structures aussi).</p> <p>Les œuvres peuvent être présentées sous forme de livres audio (concerne les structures aussi).</p>
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¹⁸ « L'étayage consiste à fournir un soutien temporaire et sur mesure à l'apprenant afin qu'il puisse réaliser une tâche qu'il ne peut faire encore par lui-même » (Saint-Laurent et Boisclair, 1995, p. 6).

Structures	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Lire des œuvres à tous les élèves en même temps, à un sous-groupe d'élèves ou, en dyade, à un seul élève. <p>Les groupes formés peuvent être homogènes ou hétérogènes.</p> <ul style="list-style-type: none"> • Proposer des cercles de lecture ou des ateliers au cours desquels les élèves devront, par exemple, lire des extraits ou une œuvre entière et porter un jugement critique sur ceux-ci. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Lire des œuvres seuls, en dyade ou dans un cercle de lecture. • Organiser leur travail en réseau avec d'autres écoles (http://eer.qc.ca).
Productions	<p><u>Les élèves peuvent</u>, pour témoigner de leur capacité à interpréter un texte :</p> <ul style="list-style-type: none"> • Répondre oralement à des questions posées par l'enseignant lors d'une lecture interactive ou d'un autre dispositif de lecture. • Répondre oralement à quelques questions posées par l'enseignant lors d'un entretien de lecture dans le but de défendre, de confirmer ou de nuancer leur interprétation personnelle ou encore de négocier pour obtenir une interprétation qui fasse l'unanimité. • Dans un cercle de lecture, défendre leur interprétation, la confirmer, la nuancer ou négocier avec les autres élèves pour obtenir une interprétation qui fasse l'unanimité.

Français, langue d'enseignement – 1 ^{er} cycle du secondaire Flexibilité pédagogique	
Intention pédagogique	Amener les élèves à découvrir un univers littéraire (par exemple, le récit policier).
Contenus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Demander aux élèves d'observer des éléments différents dans une œuvre. Ex. : cerner l'intrigue, la quête d'équilibre ou les personnages. • Sélectionner des livres à l'aide du site Constellations. • Demander aux élèves de décrire l'un des personnages de l'œuvre en choisissant l'un des aspects suivants : <ul style="list-style-type: none"> ○ son rôle dans l'histoire; ○ sa relation avec les autres personnages. • Proposer aux élèves différentes façons de se renseigner sur l'univers policier. Ex. : visionner des documentaires sur l'univers policier, un auteur en particulier ou les récits policiers (concerne aussi les processus). • Profiter de ce projet pour travailler les figures de style ou dégager des critères d'appréciation.
Processus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Activer les connaissances des élèves en s'appuyant sur leurs repères culturels. Ex. : les livres qu'ils ont lus ou les téléseries et films policiers qu'ils ont vus. • Aider les élèves à activer leurs connaissances générales et spécifiques liées à la prise de notes. Ex. : demander aux élèves de quelles façons ils consignent les éléments qu'ils jugent importants au cours de leur lecture ou de leur visionnage, ou leur enseigner comment utiliser différents logiciels pour structurer leur prise de notes. • Suggérer aux élèves des façons d'effectuer la tâche selon le soutien dont ils ont besoin.

	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Prévoir une ou plusieurs façons de noter les éléments significatifs. <p>Ex. : à l'aide d'une liste de critères d'appréciation, en établissant le plan des différents chapitres ou en consignnant des informations dans un tableau pour faire des comparaisons avec d'autres œuvres.</p> <ul style="list-style-type: none"> • Déterminer leur manière de lire pour répondre aux exigences. <p>Ex. : en lisant un chapitre par soir ou en lisant en duo pour bénéficier de l'étayage offert par des pairs.</p>
Structures	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Organiser la classe de telle sorte que : <ul style="list-style-type: none"> ○ les ouvrages de référence consultés se trouvent à un endroit avec des chaises pour faciliter leur consultation; ○ les portables pour le travail individuel soient dans un coin de la classe où se trouvent des tables; ○ les chaises et les coussins de lecture individuelle soient placés au même endroit dans la classe; ○ les élèves puissent aller à la bibliothèque ou dans le corridor. • Varier le nombre d'élèves de chaque équipe, former lui-même les équipes ou laisser le choix aux élèves de se placer avec ceux avec qui ils souhaitent travailler. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Être regroupés par niveau de lecteur, par champ d'intérêt ou par œuvre. • Proposer des aménagements dans la classe selon les dispositifs de lecture utilisés (ex. : la lecture autonome ou la lecture en dyade) et les tâches à accomplir (ex. : le questionnement réciproque, les hypothèses de lecture, la caractérisation des personnages dans un document virtuel partagé ou le visionnage d'une vidéo).
Productions	<p><u>Les élèves peuvent,</u> pour témoigner de leur compréhension des règles qui sous-tendent le récit policier :</p> <ul style="list-style-type: none"> • Produire une vidéo. • Faire un enregistrement audio. • Créer une capsule multimédia. • Créer une affiche. • Créer un dépliant.

Français, langue d'enseignement – 2e cycle du secondaire Flexibilité pédagogique	
Intention pédagogique	Amener les élèves à lire pour s'informer afin de dresser un portrait du Québec.
Contenus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier le choix des textes (types et genres) qu'il propose aux élèves pour leur faire découvrir, notamment, des genres hybrides tels que la bande dessinée ou le roman graphique, qui peuvent également être source d'information. • Laisser les élèves choisir les époques qu'ils souhaitent décrire. <p>Il peut offrir aux élèves de traiter du Québec rural par rapport au Québec urbain ou encore d'un aspect particulier de ce lieu (point de vue géographique ou physique) ou de cette société (point de vue social, politique ou linguistique, par exemple).</p> <p>Le site Constellations peut l'aider à offrir une sélection pertinente qui soit appropriée au niveau des élèves.</p> <ul style="list-style-type: none"> • Faire travailler différentes notions à chaque élève ou en équipe. <p>Ex. : la ponctuation, les procédés d'écriture, les indices de temps ou autres associés au travail à effectuer et à l'œuvre choisie.</p>
Processus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Anticiper les obstacles auxquels devront faire face les élèves, comme la complexité d'une œuvre ou de certains genres de textes. En tant que modèle, il peut échanger avec eux à propos de son Processus de lecture en expliquant les stratégies qui l'aident à comprendre et à interpréter un texte. Des élèves de la classe peuvent être appelés à faire de même pour mettre en lumière la diversité des processus permettant d'exécuter une tâche. • Permettre à des élèves de poursuivre une tâche à l'extérieur des cours. • Présenter les outils technologiques permettant le travail collaboratif ou les échanges à distance. • Offrir à des élèves des pistes d'approfondissement de la tâche, par exemple jeter un regard sur les liens possibles entre les intentions de l'auteur et les marqueurs de modalité choisis pour l'œuvre.

	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Partager leurs stratégies de lecture avec leurs pairs. • Présenter un organisateur graphique pour montrer comment ils structurent leur lecture (concerne aussi les productions). • Partager avec leurs pairs les méthodes qu'ils utilisent pour terminer la lecture et la comprendre.
Structures	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier les équipes selon le type de texte, l'époque, les lieux, les œuvres, etc. • Inciter les élèves à changer d'équipe selon l'étape du projet et leurs besoins pour pouvoir avoir recours à l'« expertise » d'un élève ayant lu une autre œuvre que la leur ou un autre type de texte. • Prévoir des moments d'échange en grand groupe ou d'enseignement magistral pour expliquer des notions et des concepts. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • À la suite de la lecture, se regrouper selon les aspects du Québec qu'ils veulent décrire et la forme de production qui les intéresse.
Productions	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Être appelés à produire une seule ligne du temps, virtuelle ou traditionnelle, pour l'ensemble du groupe sur laquelle chacun ajouterait les résultats de ses travaux. • Produire un balado ou une narration en images.

10. Français, langue seconde

Français, langue seconde – 1 ^{er} cycle du primaire Flexibilité pédagogique	
Intention pédagogique	Amener les élèves à développer la compétence à interagir à l'oral, soit à participer activement à des travaux collectifs.
Contenus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Enseigner explicitement le vocabulaire nécessaire à la communication. • Établir et afficher des stratégies régissant les interactions (ex. : respecter les tours de parole, lever la main ou établir un contact visuel et le maintenir). • Utiliser des œuvres de la littérature jeunesse à structure répétitive pour illustrer le vocabulaire de base. • Proposer des mises en situation et des jeux de rôle. • Mettre à la disposition des élèves des outils de référence en petit format, en fonction de leurs besoins spécifiques (ex. : des défis personnalisés ou une stratégie à s'approprier). <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Réutiliser le vocabulaire ou les expressions enseignés. • Recourir à des ressources externes pour soutenir leur prise de parole (ex. : une banque de mots, un abécédaire ou un dictionnaire visuel).
Processus	<u>L'enseignant peut :</u>

	<ul style="list-style-type: none"> • Proposer des tâches collaboratives dans lesquelles l'apport de chacun est demandé et essentiel. • Prévoir des activités non verbales pour favoriser la communication sans recourir à la langue. • Mettre à la disposition des élèves des ressources externes (ex. : un mur de mots, des pictogrammes ou des objets rappelant le vocabulaire ciblé). • Modéliser les conventions de la communication. • Faire observer des comportements adéquats (ex. : la technique du bocal de poissons¹⁹). <hr/> <ul style="list-style-type: none"> • Mettre en évidence des stratégies d'écoute et de partage (ex. : un tableau en « T », c'est-à-dire ce qu'on voit et ce qu'on entend). • Circuler dans la classe pour offrir de l'étayage durant la réalisation de la tâche. • Saisir toutes les occasions d'offrir des rétroactions. • Susciter la métacognition, entre autres avec des outils d'autoévaluation et d'évaluation par les pairs. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Observer des comportements adéquats et partager leurs observations (ex. : la technique du bocal de poissons). • Choisir leur rôle au sein de l'équipe (ex. : l'observateur, le communicateur ou le gardien du climat). • Demander à leur interlocuteur de répéter, de ralentir ou de reformuler. • Poursuivre l'écoute malgré l'incompréhension. • Paraphraser. • Recourir au langage non verbal. • Être attentif au langage non verbal de leurs pairs. • Suivre les règles convenues selon la situation. • Prendre des risques. • Se questionner sur leur démarche, leur participation et leur apport au travail. • S'autoévaluer ou évaluer un pair.
Structures	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier les regroupements afin de favoriser l'interaction (ex. : des dyades ou des sous-groupes homogènes ou hétérogènes).

¹⁹ La technique du bocal de poissons peut être utilisée pour illustrer et faire observer des comportements attendus lors d'une discussion en sous-groupe. L'enseignant se place avec un petit groupe d'élèves au centre d'un plus grand groupe formé des autres élèves de la classe. Le petit groupe symbolise l'« aquarium » et le grand groupe est constitué des « observateurs ». L'enseignant dirige la discussion dans l'aquarium pendant que les observateurs y portent attention. Ensuite, les observateurs discutent de ce qu'ils ont entendu et observé afin de rendre explicites les comportements attendus et de pouvoir les reproduire adéquatement.

	<ul style="list-style-type: none"> • Mettre en place des ateliers offrant différentes activités liées au thème choisi. • Varier la longueur des périodes de prise de parole.
	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Choisir un atelier selon leurs champs d'intérêt. • Choisir un partenaire pour interagir. • Choisir un endroit propice à l'interaction.
Productions	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier les types d'évaluation (ex. : une autoévaluation, une coévaluation, une évaluation par les pairs, une évaluation orale ou une évaluation écrite). <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Choisir la stratégie d'interaction sur laquelle ils souhaitent que porte leur autoévaluation. • Faire un retour réflexif sur leur expérience en groupe (ex. : un code de couleurs, des émoticônes ou le pouce levé).

Français, langue seconde – 2 ^e cycle du primaire Flexibilité pédagogique	
Intention pédagogique	Amener les élèves à développer la compétence à interagir à l'oral, soit à s'exprimer à l'aide de courtes phrases.
Contenus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Enseigner explicitement le vocabulaire nécessaire à la communication. • Utiliser des phrases modélisées utiles à la situation de communication. • Utiliser des textes authentiques (ex. : des œuvres de la littérature jeunesse ou des chansons) pour illustrer les phrases modélisées. • Rappeler et afficher des stratégies régissant les interactions (ex. : respecter les tours de parole, lever la main ou établir un contact visuel et le maintenir). • Proposer des mises en situation et des jeux de rôle. • Proposer des sujets de discussion variés. • Mettre à la disposition des élèves des outils de référence en petit format, en fonction de leurs besoins spécifiques (ex. : des défis personnalisés ou une stratégie à s'approprier). <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Réutiliser le vocabulaire, les expressions et les phrases modélisées enseignés. • Recourir à des ressources externes pour soutenir leur prise de parole (ex. : une banque de mots, un abécédaire, un dictionnaire visuel ou des phrases modélisées). • Choisir un sujet de discussion.

Processus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Mettre à la disposition des élèves des ressources externes (ex. : un mur de mots, des pictogrammes, des mots-étiquettes ou des phrases modélisées). • Modéliser et faire observer l'utilisation de phrases adéquates (ex. : la technique du bocal de poissons²⁰). • Mettre en évidence des stratégies d'écoute et de partage (ex. : un tableau en « T », c'est-à-dire ce qu'on voit et ce qu'on entend). • Rappeler les conventions de la communication. • Varier la longueur des périodes de prise de parole. • Circuler dans la classe pour offrir des rappels durant la réalisation de la tâche. • Saisir toutes les occasions d'offrir des rétroactions. • Susciter la métacognition, entre autres avec des outils d'autoévaluation et d'évaluation par les pairs. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Recourir à des ressources externes pour soutenir leur prise de parole (ex. : une banque de mots, un abécédaire, un dictionnaire visuel ou des phrases modélisées). • Poursuivre l'écoute malgré l'incompréhension. • Paraphraser. • Recourir au langage non verbal. • Être attentif au langage non verbal de leurs pairs. • Prendre des risques. • Se questionner sur leur démarche, leur participation et leur apport au travail. • S'autoévaluer ou évaluer un pair.
Structures	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier les regroupements (ex. : des dyades ou des sous-groupes homogènes ou hétérogènes).

²⁰ La technique du bocal de poissons peut être utilisée pour illustrer et faire observer des comportements attendus lors d'une discussion en sous-groupe. L'enseignant se place avec un petit groupe d'élèves au centre d'un plus grand groupe formé des autres élèves de la classe. Le petit groupe symbolise l'« aquarium » et le grand groupe est constitué des « observateurs ». L'enseignant dirige la discussion dans l'aquarium pendant que les observateurs y portent attention. Ensuite, les observateurs discutent de ce qu'ils ont entendu et observé afin de rendre explicites les comportements attendus et de pouvoir les reproduire adéquatement.

	<ul style="list-style-type: none"> • Mettre en place des ateliers offrant différentes activités liées au sujet choisi. • Varier la longueur des périodes de prise de parole. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Choisir un atelier selon leurs champs d'intérêt. • Choisir un partenaire pour interagir. • Choisir un endroit propice aux interactions.
Productions	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier les types d'évaluation (ex. : une autoévaluation, une coévaluation, une évaluation par les pairs, une évaluation orale ou une évaluation écrite). <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Choisir la stratégie d'interaction sur laquelle ils souhaitent que porte leur autoévaluation. • Faire un retour réflexif sur leur expérience en groupe (ex. : un code de couleurs, des émoticônes ou le pouce levé).

Français, langue seconde – 3 ^e cycle du primaire Flexibilité pédagogique	
Intention pédagogique	Amener les élèves à développer la compétence à interagir à l'oral, soit à respecter les conventions de la communication (éléments prosodiques).
Contenus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Modéliser et nommer les éléments prosodiques nécessaires à la situation de communication (ex. : le débit, l'articulation, le volume, le rythme ou l'intonation). • Utiliser des textes authentiques (ex. : des vidéos ou des chansons) pour observer l'utilisation appropriée des éléments prosodiques. • Proposer des mises en situation variées et des jeux de rôle. • Créer des affiches (ex. : un tableau d'ancrage ou un tableau en « T ») en guise d'aide-mémoire portant sur les éléments prosodiques. • Cibler les éléments prosodiques en fonction des besoins des élèves. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Observer et reconnaître les éléments prosodiques spécifiques aux différentes situations de communication au moyen d'une variété de documents authentiques (ex. : visuels, audio ou réels). • Choisir un élément prosodique sur lequel ils veulent porter leur attention lors de leurs interactions.
Processus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Faire observer le respect d'éléments prosodiques dans différentes situations de communication (ex. : la technique du bocal de poissons²¹). • Rappeler les conventions de la communication (ex. : respecter les tours de parole, lever la main ou établir un contact visuel et le maintenir). • Varier la longueur des périodes de prise de parole. • Circuler dans la classe pour offrir de l'étayage durant la réalisation de la tâche. • Saisir toutes les occasions d'offrir des rétroactions. • Susciter la métacognition, entre autres avec des outils d'autoévaluation et d'évaluation par les pairs.

²¹ La technique du bocal de poissons peut être utilisée pour illustrer et faire observer des comportements attendus lors d'une discussion en sous-groupe. L'enseignant se place avec un petit groupe d'élèves au centre d'un plus grand groupe formé des autres élèves de la classe. Le petit groupe symbolise l'« aquarium » et le grand groupe est constitué des « observateurs ». L'enseignant dirige la discussion dans l'aquarium pendant que les observateurs y portent attention. Ensuite, les observateurs discutent de ce qu'ils ont entendu et observé afin de rendre explicites les comportements attendus et de pouvoir les reproduire adéquatement.

Français, langue seconde – 3 ^e cycle du primaire Flexibilité pédagogique	
	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Recourir à des ressources externes pour se rappeler les éléments prosodiques à respecter (ex. : un tableau d’ancrage ou un tableau en « T »). • Chercher dans d’autres documents authentiques des exemples de différents éléments prosodiques. • Se questionner sur leur démarche, leur participation et leur apport au travail. • S’autoévaluer ou évaluer un pair.
Structures	<p><u>L’enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier les regroupements afin de favoriser l’interaction (ex. : des dyades ou des sous-groupes homogènes ou hétérogènes). <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Choisir un partenaire pour interagir. • Choisir un endroit propice à l’interaction.
Productions	<p><u>L’enseignant peut :</u></p> <ul style="list-style-type: none"> • Offrir des défis personnalisés en fonction des besoins des élèves. • Varier les types d’évaluation (ex. : une autoévaluation, une coévaluation, une évaluation par les pairs, une évaluation orale ou une évaluation écrite). <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • S’autoévaluer en ce qui concerne le respect de l’élément prosodique ciblé. • Faire un retour réflexif sur leur expérience en groupe (ex. : un code de couleurs, des émoticônes ou le pouce levé).

Français, langue seconde – 1 ^{er} cycle du secondaire Flexibilité pédagogique	
Intention pédagogique	Amener les élèves à développer la compétence à interagir en français, soit à utiliser des phrases à structure simple et un vocabulaire concret déjà vu en classe.
Contenus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Animer un remue-méninges pour générer le vocabulaire nécessaire à la situation de communication ou au sujet choisi. • Établir avec les élèves une liste de phrases utiles à la situation de communication. • Utiliser des textes authentiques (ex. : des œuvres de la littérature jeunesse ou des chansons) pour observer la syntaxe et l'utilisation appropriée du vocabulaire vu en classe. • Proposer des mises en situation et des jeux de rôle. • Proposer des sujets de discussion variés qui sont liés aux champs d'intérêt des élèves. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Réutiliser le vocabulaire et les expressions enseignés ainsi que les phrases qui figurent sur la liste. • Recourir à des ressources externes pour soutenir leur prise de parole (ex. : une banque de mots, un abécédaire, un dictionnaire visuel ou des phrases modélisées). • Choisir un sujet de discussion.
Processus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Mettre à la disposition des élèves des ressources externes. • Cibler avec les élèves des stratégies favorisant les interactions (ex. : adopter des attitudes d'ouverture et de respect ou encore demander à son interlocuteur de répéter ou de reformuler) et les afficher en classe. • Varier la longueur des périodes de prise de parole. • Circuler dans la classe pour offrir des rappels durant la réalisation de la tâche. • Modéliser et faire observer l'utilisation de phrases adéquates (ex. : la technique du bocal de poissons²²). • Saisir toutes les occasions d'offrir des rétroactions. • Susciter la métacognition, entre autres avec des outils d'autoévaluation et d'évaluation par les pairs.

²² La technique du bocal de poissons peut être utilisée pour illustrer et faire observer des comportements attendus lors d'une discussion en sous-groupe. L'enseignant se place avec un petit groupe d'élèves au centre d'un plus grand groupe formé des autres élèves de la classe. Le petit groupe symbolise l'« aquarium » et le grand groupe est constitué des « observateurs ». L'enseignant dirige la discussion dans l'aquarium pendant que les observateurs y portent attention. Ensuite, les observateurs discutent de ce qu'ils ont entendu et observé afin de rendre explicites les comportements attendus et de pouvoir les reproduire adéquatement.

	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Poursuivre l'écoute malgré l'incompréhension. • Paraphraser. • Recourir au langage non verbal. • Être attentif au langage non verbal de leurs pairs. • Prendre des risques. • Se questionner sur leur démarche, leur participation et leur apport à la tâche. • S'autoévaluer ou évaluer un pair.
Structures	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier les regroupements afin de favoriser une variété d'interactions (ex. : des dyades ou des sous-groupes homogènes ou hétérogènes). • Mettre en place des ateliers offrant différentes activités liées au sujet choisi. • Varier la longueur des périodes de prise de parole. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Choisir leurs partenaires pour accomplir la tâche en fonction de leurs champs d'intérêt et de leur niveau de compétence.
Productions	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier les types d'évaluation (ex. : une autoévaluation, une coévaluation, une évaluation par les pairs, une évaluation orale ou une évaluation écrite). <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Sélectionner les critères sur lesquels portera leur autoévaluation. • Choisir une modalité pour effectuer un retour réflexif (ex. : à l'oral, à l'aide de la formule pédagogique « buzz »²³, à l'écrit ou à l'aide d'une grille).

²³ Le « buzz » est une formule pédagogique favorisant l'interaction orale et permettant à tous les élèves de prendre la parole. L'enseignant pose une question et demande aux élèves de s'adresser aux deux ou trois personnes qui se trouvent près d'eux. Il leur demande ensuite d'échanger rapidement et immédiatement pendant une période de deux à trois minutes. Un porte-parole est délégué par les membres de chaque sous-groupe pour la synthèse finale en grand groupe, ce qui permet de percevoir le pouls de la classe. Le « buzz » nécessite un moyen efficace d'interruption (ex. : un signal, un son, un geste ou un mot clé).

Français, langue seconde – 2 ^e cycle du secondaire Flexibilité pédagogique	
Intention pédagogique	Amener les élèves à développer la compétence à interagir en français, soit à présenter un problème et ses solutions ou à justifier leur opinion à l'aide d'arguments convaincants.
Contenus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Animer un remue-méninges pour générer le vocabulaire lié aux problématiques abordées en classe. • Utiliser une variété de textes authentiques (ex. : des articles de journaux, des vidéos ou le code de vie de l'école) pour observer la syntaxe et l'utilisation appropriée du vocabulaire lié aux problématiques abordées. • Établir avec les élèves une liste de phrases modélisées permettant d'émettre une opinion (ex. : « À mon avis, il est important que... » ou « Selon moi, il faut... »). • Proposer des mises en situation, des débats ou des entrevues. • Proposer une variété de sujets à débattre ou d'angles à analyser liés à l'actualité, à la vie scolaire, aux champs d'intérêt des élèves, etc. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Réutiliser le vocabulaire et les expressions enseignés ainsi que les phrases modélisées qui figurent sur la liste. • Recourir à des ressources externes pour soutenir leur prise de parole (ex. : une banque de mots, un abécédaire ou un dictionnaire visuel). • Choisir une problématique pour laquelle ils ont un intérêt.
Processus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Modéliser une prise de position sur un sujet et animer un retour métacognitif avec les élèves sur sa démarche. • Cibler avec les élèves des stratégies favorisant les interactions (ex. : adopter des attitudes d'ouverture et de respect ou encore demander à son interlocuteur de répéter ou de reformuler) et les afficher en classe. • Varier la longueur des périodes de prise de parole. • Circuler dans la classe pour offrir des rappels durant la réalisation de la tâche. • Modéliser et faire observer l'utilisation de phrases adéquates par des pairs (ex. : la technique du bocal de poissons²⁴). • Saisir toutes les occasions d'offrir des rétroactions.

²⁴ La technique du bocal de poissons peut être utilisée pour illustrer et faire observer des comportements attendus lors d'une discussion en sous-groupe. L'enseignant se place avec un petit groupe d'élèves au centre d'un plus grand groupe formé des autres élèves de la classe. Le petit groupe symbolise l'« aquarium » et le grand groupe est constitué des « observateurs ». L'enseignant dirige la discussion dans l'aquarium pendant que les observateurs y portent attention. Ensuite, les observateurs discutent de ce qu'ils ont entendu et observé afin de rendre explicites les comportements attendus et de pouvoir les reproduire adéquatement.

	<ul style="list-style-type: none"> • Susciter la métacognition, entre autres avec des outils d'autoévaluation et d'évaluation par les pairs. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Se questionner sur leur démarche, leur participation et leur apport à la tâche. • Partager avec leurs pairs la démarche qui leur permet de prendre position. • Utiliser un organisateur graphique regroupant leurs arguments concernant une problématique et les solutions qu'ils proposent. • Remplir un tableau à double entrée pour favoriser la comparaison entre les aspects d'une problématique. • Poursuivre l'écoute malgré l'incompréhension. • Paraphraser. • Recourir au langage non verbal. • Être attentif au langage non verbal de leurs pairs. • Prendre des risques. • S'autoévaluer ou évaluer un pair.
Structures	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier les regroupements en fonction des champs d'intérêt des élèves ou des angles abordés. <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Choisir leurs partenaires pour accomplir la tâche en fonction de leurs champs d'intérêt et de leur niveau de compétence.
Productions	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • Varier les types d'évaluation (ex. : une autoévaluation, une coévaluation, une évaluation par les pairs, une évaluation orale ou une évaluation écrite). <p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • Sélectionner les critères sur lesquels portera leur autoévaluation. • Choisir une modalité pour effectuer un retour réflexif (ex. : à l'oral, à l'aide de la formule « buzz »²⁵, à l'écrit ou à l'aide d'une grille).

²⁵ Le « buzz » est une formule pédagogique favorisant l'interaction orale et permettant à tous les élèves de prendre la parole. L'enseignant pose une question et demande aux élèves de s'adresser aux deux ou trois personnes qui se trouvent près d'eux. Il leur demande ensuite d'échanger rapidement et immédiatement pendant une période de deux à trois minutes. Un porte-parole est délégué par les membres de chaque sous-groupe pour la synthèse finale en grand groupe, ce qui permet de percevoir le pouls de la classe. Le « buzz » nécessite un moyen efficace d'interruption (ex. : un signal, un son, un geste ou un mot clé).

11. Geography– Secondary Cycle One

Geography – Secondary Cycle One Pedagogical Flexibility	
Learning goal	When they interpret a territorial issue, students evaluate the proposals made by the groups involved.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Introduce the students to the issue of the sharing of an Indigenous territory and its development in harmony with that Indigenous community’s way of life. <ul style="list-style-type: none"> ○ To do this, the teacher may select some maps and texts to read and comment upon. These sources could be presented in print, digital or some other format. • Choose to have the students listen to audio and video news reports on the issue being studied. • Target different elements of knowledge related to the issue being studied and point out the elements that will help the students recognize the groups involved and then evaluate the proposals made by these groups. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose sources from among those proposed by the teacher or find their own sources related to the issue being studied.

Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start by modelling how to evaluate the proposals made by the groups involved with regard to the issue of the sharing of an Indigenous territory by presenting it using a sub-element (e.g. repercussion of measures implemented to protect the territory, the Indigenous People's claims, or the role and place of authorities from whom the Indigenous People seek recognition of their claims). • When the students are consulting common sources, select a few students and ask them questions that elicit a reaction. Other students will be selected during a second reading. All students will have the opportunity to react within their pairs. • Provide increased scaffolding for students who are experiencing difficulty in evaluating the proposals made by the groups involved with regard to the issue. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Ask each other prepared or spontaneous questions that elicit a reaction while working in pairs or in teams. • Read a text (with or without images) onscreen. • Listen to an audio text. • Watch a documentary about the topic being studied. • Work in small groups to study one or more of the groups involved with regard to the issue, or to study one or more claims related to the issue of sharing an Indigenous territory or to the issue of developing it in harmony with the Indigenous community's way of life.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Explain the issue of the sharing of an Indigenous territory and its development in harmony with that Indigenous community's way of life to all the students at once, to a small group of students, to a pair of students or to one student at a time. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work alone, in pairs or in groups. <p>The pairs or groups formed could be homogeneous or heterogeneous.</p>
Products	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose what they feel is the best way to present the proposals made by the groups involved: orally, in the form of a diagram, in a chart, in a text, using a drawing, etc.

12. Geography, History and Citizenship Education

Geography, History and Citizenship Education – Elementary Cycle One Pedagogical Flexibility	
Learning goal	The students recognize the characteristics of a group that make it a social organization.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Present different social groups to the students, share the diverse characteristics of these groups and explain why they are considered to be social organizations. <ul style="list-style-type: none"> ◦ To do this, the teacher uses different formats: photos, family trees, charts, administrative structures, etc. • Choose to present the students with social groups that are more or less close to those encountered in their daily lives. • Target different characteristics of these groups and stress those that will help the students understand what a social organization is. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose social organizations from those proposed by the teacher or, on their own, find groups to which they belong.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start by modelling how to recognize the characteristics of a group as a social organization. • Provide increased scaffolding for students who are experiencing difficulty in detecting the characteristics of a group that make it a social organization. <p>Students who are more at ease with the concept of social organization could give a personal example to those who have more difficulty grasping the concept.</p>
Learning environment	<u>The teacher could:</u>

	<ul style="list-style-type: none"> • Explain the characteristics of a social organization to all the students at once, to a small group of students, to a pair of students or to one student at a time. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work alone, in pairs or in groups. • Work in small groups, for example, if they belong to the same social organization or similar social organizations (other than the class and family). <p>The pairs or groups formed could be homogeneous or heterogeneous.</p>
Products	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Present the characteristics of social organizations with which they identify and choose the format they consider to be best for presenting these characteristics: orally, in the form of a diagram, in a chart, in a text, etc.

Geography, History and Citizenship Education – Elementary Cycle Two Pedagogical Flexibility	
Learning goal	Students can take a position on the observed strengths and weaknesses of societies and their territories.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Present the students with the characteristics of a First Nations society around 1500 (way of life, economic activities, political structure, housing, territory occupied, social structure). <ul style="list-style-type: none"> ○ To do this, the teacher uses different texts, images, videos, etc. • Indicate the strengths and weaknesses observed in the social and territorial organization of the chosen society. • Invite the students to classify and organize these characteristics in a table, a mind map or a text. The students choose their classification method. The teacher indicates to them how to distinguish facts from opinions and how to compare data. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose one or more of the other societies being studied and bring their characteristics to light. • Work as a group of experts on one or more of the societies being studied or, in subgroups, on the different characteristics of these societies. • Link the observed strengths or weaknesses with the characteristics listed for the chosen society or all societies for comparison purposes.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start with modelling how to classify and organize the characteristics of a society in order to compare it with those of other societies. The teacher also models how to indicate the observed strengths and weaknesses in a social and territorial organization. • Provide increased scaffolding for students who are having difficulties in observing strengths and weaknesses in the social and territorial organization of the society being studied. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work in small groups on one or more societies being studied or on one or more characteristics of these societies. • Provide modelling to their peers if they are skilled in indicating the strengths and weaknesses they observe in the society being studied.

Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Explain the characteristics of a First Nations society around 1500 to all the students at once, to a small group of students, to a pair of students or to one student at a time. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work alone, in pairs or in groups. <p>The pairs or groups formed could be homogeneous or heterogeneous.</p>
Products	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Present the characteristics of social organizations with which they identify and choose the format they consider to be best for presenting these characteristics: orally, in the form of a diagram, in a chart, in a text, etc. • Indicate the observed strengths and weaknesses in the social and territorial organization of the society being studied by using the format they feel is best: orally, in the form of a diagram, in a mind map, in a text, etc.

Geography, History and Citizenship Education – Elementary Cycle Three Pedagogical Flexibility	
Learning goal	The students can make connections between characteristics of the society and the organization of its territory.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Situate, with the students, Canadian society around 1820 in space and time. <ul style="list-style-type: none"> ○ To do this, the teacher uses maps with a variety of scales and timelines divided into different time frames. • Indicate elements of the demographic, cultural, economic and political realities of Canadian society around 1820 by showing explicitly how these elements represent an asset or a limitation of the occupied territory, using geographic maps, images, texts or videos. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Situate, on a map with their preferred scale, Québec society around 1905 or Québec society around 1980. They could also situate their choice on a timeline, using divisions that best help them understand. • Indicate the elements of a reality of one or both of the societies being studied: demographic, cultural, economic or political. • Determine, as a class, whether the elements found for each of the realities are an asset or a limitation of the occupied territory.

<p>Processes</p>	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start by modelling how one determines whether a geographic reality is an asset or a limitation for demographic, cultural, economic or political development. • Provide increased scaffolding for students who are having difficulties in distinguishing between an asset and a limitation, and in discerning the impact of the territory on the other aspects of the society being studied. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work in small groups on one or more societies being studied or on one or more of the realities being studied. • Provide modelling to their peers if they are at ease with the concepts of asset and limitation.
<p>Learning environment</p>	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Explain the demographic, cultural, economic and political realities to all the students at once, to a small group of students, to a pair of students or to one student at a time. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work alone, in pairs or in groups. <p>The pairs or groups formed could be homogeneous or heterogeneous.</p>
<p>Products</p>	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Present the connections between the characteristics of the society and the organization of its territory in the format they prefer: orally, in the form of a diagram, in an organization chart, in a text, in a drawing, etc.

13. History and Citizenship Education – Secondary Cycle One

History and Citizenship Education – Secondary Cycle One Pedagogical Flexibility	
Learning goal	Teach students to construct their consciousness of citizenship through the study of history by understanding the purpose of public institutions.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Explain to the students the organization of political power in today’s society by presenting the relationships between citizens and current democratic institutions. <ul style="list-style-type: none"> ○ To do this, the teacher could select some texts to read and comment on. These texts could be presented in print, digital or some other format. • Choose to present to the students audio and video news reports on the measures put in place that allow citizens to witness social debates. • Target different elements of knowledge related to the topic being studied and point out the elements that will help the students understand the purpose of political institutions. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose texts from among those proposed by the teacher or find their own sources related to the topic being studied.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start by modelling how one examines the nature, origin and function of public institutions, how one can grasp the role of these institutions and how one can identify the role that individuals can play in them. • When the students are all reading the same texts, select a few students and ask them questions that elicit a reaction. Other students will be selected during a second reading. All students will have the opportunity to react in pairs. • Provide increased scaffolding for students who are having difficulty understanding the purpose of public institutions. • Explain the relationships between citizens and today’s democratic society to all the students at once, to a small group of students, to a pair of students or to one student at a time.

History and Citizenship Education – Secondary Cycle One Pedagogical Flexibility	
	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Ask each other prepared or spontaneous questions that elicit a reaction while working in pairs or in teams. • Read a text (with or without images) onscreen. • Listen to an audio text. • Watch a documentary about the topic being studied.
Learning environment	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work alone, in pairs or in groups. <p>The pairs or groups formed could be homogeneous or heterogeneous.</p>
Products	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Demonstrate their understanding of the purpose of public institutions in the format they prefer: orally, in the form of a diagram, in an organization chart, in a text, in a drawing, etc.

14. History of the 20th Century

History of the 20th Century (optional, Secondary V) – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	Students can formulate a hypothesis.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Explain to the students the social phenomenon to be interpreted. <ul style="list-style-type: none"> ◦ To do this, the teacher could select some texts dealing with the historical context of the social phenomenon to read and comment on. These texts could be presented in print, digital or some other format. • Choose to present to the students audio news reports and video news reports on the social phenomenon being studied. • Target different elements of knowledge related to the topic being studied and point out the elements that will help the students formulate an interesting hypothesis by, for example, stating the problem for them. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose texts from among those proposed by the teacher or find their own texts related to the topic being studied.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start by modelling how one formulates a hypothesis about a social phenomenon, using a current example. • When the students are all reading the same texts, select a few students and ask them questions that elicit a reaction. Other students will be selected during a second reading. All students will have the opportunity to react in pairs. • Provide increased scaffolding for students who are having difficulties in formulating a valid hypothesis. • Read texts about the chosen social phenomenon to all the students at once, to a small group of students, to a pair of students or to one student at a time. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Ask each other prepared or spontaneous questions that elicit a reaction while working in pairs or in teams. • Read a text (with or without images) onscreen. • Listen to an audio text. • Watch a documentary about the topic being studied.

Learning environment	<p><u>The students could:</u></p> <ul style="list-style-type: none">• Work alone, in pairs or in groups. <p>The pairs or groups formed could be homogeneous or heterogeneous.</p> <ul style="list-style-type: none">• Read alone or in pairs if they choose to read the text themselves.
Products	<p><u>The students could demonstrate their ability to formulate a hypothesis by:</u></p> <ul style="list-style-type: none">• Answering the teacher's questions orally during an individual, pair or group interview.• Answering some of the teacher's questions, in writing.

15. History of Québec and Canada

History of Québec and Canada (Secondary III and IV) – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	Students can establish changes and continuities.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Explain to the students the implications of the Conquest for the French-speaking society of New France. <ul style="list-style-type: none"> ○ To do this, the teacher could select some texts dealing with the consequences of the Conquest to read and comment on. These texts could be presented in print, digital or some other format. • Choose to present to the students audio and video news reports on the consequences of the Conquest of 1760. • Target different elements of knowledge related to the topic being studied and point out the elements that will help the students establish the changes and continuities brought about by the Conquest. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose texts from among those proposed by the teacher or find their own texts related to the topic being studied.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start by modelling how one can establish changes and continuities by using the Conquest or another phenomenon that will be deconstructed by focusing on one sub-element (e.g. the changes and continuities brought about by the Conquest with regard to religion alone). • When the students are reading the same texts, select a few students and ask them questions that elicit a reaction. Other students will be selected during a second reading. All students will have the opportunity to react with the other student in their pair. • Provide increased scaffolding for students who are having difficulties in establishing changes and continuities in the case of the Conquest. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Ask each other prepared or spontaneous questions that elicit a reaction while working in pairs or in teams. • Read a text (with or without images) onscreen. • Listen to an audio text. • Watch a documentary about the topic being studied.

Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Read texts regarding the Conquest to all the students at once, to a small group of students, to a pair of students or to one student at a time. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work alone, in pairs or in groups. <p>The pairs or groups formed could be homogeneous or heterogeneous.</p> <ul style="list-style-type: none"> • Read alone or in pairs if they choose to read the text themselves.
Products	<p><u>The students could</u> demonstrate their ability to establish changes and continuities by:</p> <ul style="list-style-type: none"> • Answering the teacher's questions orally during an individual, pair or group interview. • Answering some of the teacher's questions, in writing. • Creating a table, diagram or mind map that shows the changes and continuities between the society of New France and the society that would emerge from the defeat.

16. Intégration linguistique, scolaire et sociale

Intégration linguistique, scolaire et sociale : paliers 1 à 5 du primaire Flexibilité pédagogique		
Intention pédagogique	Développer la compétence à communiquer oralement en français dans des situations variées	
Paliers	Paliers 1 et 2	Paliers 3, 4 et 5
Contenus	<u>L'enseignant peut :</u> <ul style="list-style-type: none"> enseigner explicitement le vocabulaire nécessaire à la communication; mettre à la disposition des élèves des outils de référence en plus petit format, en fonction de leurs besoins particuliers (ex. : défis personnalisés, stratégie à s'approprier); utiliser des œuvres de littérature jeunesse, des chansons et des comptines à structure répétitive pour illustrer le vocabulaire de base; proposer des mises en situation et des jeux de rôle. 	<u>L'enseignant peut :</u> <ul style="list-style-type: none"> animer un remue-méninges afin de générer le vocabulaire nécessaire à la situation de communication ou au sujet; établir avec les élèves une liste de phrases utiles à la situation de communication; utiliser des textes authentiques (ex. : œuvres de littérature jeunesse, chanson) pour observer la syntaxe et l'utilisation appropriée du vocabulaire vu en classe; proposer des mises en situation et des jeux de rôle; proposer une variété de sujets liés aux intérêts des élèves.
	<u>Les élèves peuvent :</u> <ul style="list-style-type: none"> réutiliser le vocabulaire ou les expressions enseignés; suivre les règles convenues selon la situation; prendre des risques. 	<u>Les élèves peuvent :</u> <ul style="list-style-type: none"> réutiliser le vocabulaire et les expressions enseignés ainsi que les phrases de la liste; choisir un sujet lié à leurs intérêts.

Intégration linguistique, scolaire et sociale : paliers 1 à 5 du primaire Flexibilité pédagogique		
Processus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • mettre à la disposition des élèves des ressources externes (ex. : mur de mots, pictogrammes ou objets rappelant le vocabulaire ciblé); • établir et afficher les stratégies régissant les interactions (ex. : demander la parole, respecter le tour de parole, s'exprimer au bon moment); • mettre en évidence les stratégies d'écoute et de partage (ex. : tableau en T — ce que je vois, ce que j'entends); • modéliser les conventions de la communication; • faire des activités non verbales pour favoriser la communication sans recourir à la langue; • circuler dans la classe pour offrir des rappels durant la réalisation de la tâche; • saisir toutes les occasions d'offrir des rétroactions; • proposer des tâches collaboratives dans lesquelles l'apport de chacun est demandé et essentiel; • susciter la métacognition, entre autres avec des outils d'autoévaluation. 	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • mettre à la disposition des élèves des ressources externes (ex. : banque de mots, abécédaire, dictionnaire visuel, phrases modélisées); • cibler des stratégies, avec les élèves, favorisant la communication (ex. : anticiper le contenu du message à partir de ses connaissances antérieures, adapter ses propos en tenant compte des éléments de la situation de communication) et les afficher en classe; • modéliser et faire observer les conventions associées à la prise de parole et les éléments de la situation de communication (ex. : technique du bocal à poissons²⁶); • circuler dans la classe pour offrir des rappels durant la réalisation de la tâche; • proposer des tâches collaboratives dans lesquelles l'apport de chacun est demandé et essentiel; • saisir toutes les occasions d'offrir des rétroactions; • susciter la métacognition, entre autres avec des outils d'autoévaluation et d'évaluation par les pairs.

²⁶ Le bocal de poissons est une technique qui peut être utilisée pour illustrer et faire observer des comportements attendus lors d'une discussion en sous-groupe. L'enseignant s'installe avec un petit groupe d'élèves au centre d'un plus grand groupe formé des autres élèves de la classe. Le petit groupe symbolise « l'aquarium » et le grand groupe « les observateurs ». L'enseignant dirige la discussion dans l'aquarium pendant que les observateurs sont attentifs au déroulement de la discussion. Ensuite, les observateurs discutent de ce qu'ils ont entendu et observé afin de rendre explicites les comportements attendus et pouvoir les reproduire adéquatement.

Intégration linguistique, scolaire et sociale : paliers 1 à 5 du primaire
Flexibilité pédagogique

Processus	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • choisir leur rôle au sein de l'équipe (ex. : observateur, communicateur, gardien du climat); • s'autoévaluer; • faire répéter, ralentir ou reformuler les propos de leur interlocuteur; • s'autoriser à utiliser une autre langue connue lorsque leur compétence en français est insuffisante pour poursuivre la communication; • recourir au langage non verbal et aux comportements paralinguistiques pour soutenir leur prise de parole; • être attentif au langage non verbal de leurs pairs et aux indices contextuels; • recourir à des ressources externes pour soutenir leur prise de parole (ex. : banque de mots, abécédaire, dictionnaire visuel). 	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • choisir leur rôle au sein de l'équipe (ex. : observateur, communicateur, gardien du climat); • recourir à des ressources externes pour soutenir leur prise de parole (ex. : banque de mots, abécédaire, dictionnaire visuel); • paraphraser; • recourir au langage non verbal; • être attentif au langage non verbal de leurs pairs et aux indices contextuels; • prendre des risques; • se questionner sur leur démarche, leur participation et leur apport à la tâche; • s'autoévaluer, évaluer un pair.

Intégration linguistique, scolaire et sociale : paliers 1 à 5 du primaire Flexibilité pédagogique		
Structures	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • varier les regroupements (ex. : dyade, sous-groupe, homogène, hétérogène); • mettre en place des ateliers proposant différentes activités liées au thème; • varier la durée des périodes de prise de parole. 	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • varier les regroupements (ex. : dyade, sous-groupe, homogène, hétérogène); • mettre en place des ateliers proposant différentes activités liées au sujet; • varier la durée des périodes de prise de parole.
	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • choisir un atelier selon leurs intérêts; • choisir leurs partenaires pour accomplir la tâche, en fonction de leurs intérêts; • choisir un lieu propice à la discussion. 	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • choisir un atelier selon leurs intérêts; • choisir leurs partenaires pour accomplir la tâche en fonction de leurs intérêts et de leur niveau de compétence; • choisir un lieu propice à la discussion.
Productions	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • varier les types d'évaluation (ex. : autoévaluation, évaluation par les pairs, coévaluation, à l'oral ou à l'écrit). 	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • varier les types d'évaluation (ex. : autoévaluation, évaluation par les pairs, coévaluation, à l'oral ou à l'écrit).
	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • choisir la stratégie sur laquelle ils désirent s'autoévaluer; • faire un retour réflexif sur leur expérience en groupe (ex. : code de couleur, émoticônes, pouce levé). 	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • sélectionner les critères sur lesquels portera leur autoévaluation; • choisir la modalité pour effectuer un retour réflexif (ex. : à l'oral, en formule buzz²⁷, à l'écrit, à l'aide d'une grille).

²⁷ Le buzz est une formule pédagogique favorisant l'interaction orale et permettant à tous les élèves de prendre la parole. L'enseignant pose une question et demande aux élèves de s'adresser aux 2 ou 3 personnes près d'eux. Il leur demande ensuite d'échanger rapidement et immédiatement, pour une période de 2 à 3 minutes. Un porte-parole est délégué par les membres de chaque sous-groupe pour la synthèse finale en grand groupe, afin d'obtenir le pouls de la classe. Le buzz nécessite un système efficace d'interruption (ex. : signal, son, geste, mot-clé).

Intégration linguistique, scolaire et sociale : paliers 1 à 5 du secondaire Flexibilité pédagogique		
Intention pédagogique	Développer la compétence à communiquer oralement en français dans des situations variées	
Paliers	Paliers 1 et 2	Paliers 3, 4 et 5
Contenus	<u>L'enseignant peut :</u> <ul style="list-style-type: none"> enseigner explicitement le vocabulaire nécessaire à la communication; utiliser des œuvres de littérature jeunesse ou des chansons à structure répétitive pour illustrer le vocabulaire de base; proposer des mises en situation et des jeux de rôle; mettre à la disposition des élèves des outils de référence en plus petit format, en fonction de leurs besoins particuliers (ex. : défis personnalisés, stratégie à s'approprier). 	<u>L'enseignant peut :</u> <ul style="list-style-type: none"> animer un remue-méninges autour du vocabulaire nécessaire à la situation de communication ou au sujet; établir avec les élèves une liste de phrases utiles à la situation de communication; utiliser des textes authentiques (ex. : œuvres de littérature jeunesse, chansons) pour observer la syntaxe et l'utilisation appropriée du vocabulaire vu en classe; proposer des mises en situation et des jeux de rôle; proposer une variété de sujets liés aux intérêts des élèves.
	<u>Les élèves peuvent :</u> <ul style="list-style-type: none"> réutiliser le vocabulaire ou les expressions enseignées. 	<u>Les élèves peuvent :</u> <ul style="list-style-type: none"> réutiliser le vocabulaire et les expressions enseignés, ainsi que les phrases de la liste préalablement établie avec les élèves; s'autoriser à utiliser une autre langue connue lorsque leur compétence en français est insuffisante pour poursuivre la communication; choisir un sujet lié à leurs intérêts.

Processus	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • établir et afficher les stratégies régissant les interactions (ex. : demander la parole, respecter le tour de parole, s'exprimer au bon moment); • mettre à la disposition des élèves des ressources externes (ex. : mur de mots, images ou objets rappelant le vocabulaire ciblé); • mettre en évidence les stratégies d'écoute et de partage (ex. : tableau en T : ce que je vois, ce que j'entends); • modéliser les conventions de la communication; • faire des activités non verbales pour favoriser la communication sans recourir à la langue; • circuler dans la classe pour offrir des rappels durant la réalisation de la tâche; • saisir toutes les occasions d'offrir des rétroactions; • proposer des tâches collaboratives dans lesquelles l'apport de chacun est demandé et essentiel; • susciter la métacognition, entre autres avec des outils d'autoévaluation. 	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • mettre à la disposition des élèves des ressources externes (ex. : banque de mots, abécédaire, dictionnaire visuel, phrases modélisées); • cibler, avec les élèves, des stratégies favorisant la communication (ex. : anticiper le contenu du message à partir de ses connaissances antérieures, adapter ses propos en tenant compte des éléments de la situation de communication) et les afficher en classe; • circuler dans la classe pour offrir des rappels durant la réalisation de la tâche; • modéliser et faire observer les conventions associées à la prise de parole et les éléments de la situation de communication (ex. : technique du bocal de poissons²⁸); • proposer des tâches collaboratives dans lesquelles l'apport de chacun est demandé et essentiel; • saisir toutes les occasions d'offrir des rétroactions; • susciter la métacognition entre autres avec des outils d'autoévaluation et d'évaluation par les pairs.
Processus	<p><u>Les élèves peuvent :</u></p>	<p><u>Les élèves peuvent :</u></p>

²⁸ Le bocal de poissons est une technique qui peut être utilisée pour illustrer et faire observer des comportements attendus lors d'une discussion en sous-groupe. L'enseignant s'installe avec un petit groupe d'élèves au centre d'un plus grand groupe formé des autres élèves de la classe. Le petit groupe symbolise « l'aquarium » et le grand groupe « les observateurs ». L'enseignant dirige la discussion dans l'aquarium pendant que les observateurs sont attentifs au déroulement de la discussion. Ensuite, les observateurs discutent de ce qu'ils ont entendu et observé afin de rendre explicites les comportements attendus et pouvoir les reproduire adéquatement.

	<ul style="list-style-type: none"> • choisir leur rôle au sein de l'équipe (ex. : observateur, communicateur, gardien du climat); • recourir à des ressources externes pour soutenir leur prise de parole (ex. : banque de mots, abécédaire, dictionnaire visuel); • faire répéter, ralentir ou reformuler les propos de leur interlocuteur; • s'autoriser à utiliser une autre langue connue lorsque leur compétence en français est insuffisante pour poursuivre la communication; • recourir au langage non verbal et aux comportements paralinguistiques pour soutenir leur prise de parole; • être attentif au langage non verbal de leurs pairs et aux indices contextuels; • suivre les règles convenues selon la situation; • prendre des risques; • s'autoévaluer. 	<ul style="list-style-type: none"> • choisir leur rôle au sein de l'équipe (ex. : observateur, communicateur, gardien du climat); • paraphraser; • recourir au langage non verbal; • être attentif au langage non verbal de leurs pairs et aux indices contextuels; • prendre des risques; • recourir à des ressources externes pour soutenir leur prise de parole (ex. : banque de mots, abécédaire, dictionnaire visuel); • se questionner sur leur démarche, leur participation et leur apport à la tâche; • s'autoévaluer, évaluer un pair.
Structures	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • varier les regroupements (ex. : dyade, sous-groupe, homogène, hétérogène); • mettre en place des ateliers proposant différentes activités liées au thème; • varier la longueur des périodes de prise de parole. 	<p><u>L'enseignant peut :</u></p> <ul style="list-style-type: none"> • varier les regroupements (ex. : dyade, sous-groupe, homogène, hétérogène); • mettre en place des ateliers proposant différentes activités liées au sujet; • varier la longueur des périodes de prise de parole.
Structures	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • choisir un atelier selon leurs intérêts; • choisir leurs partenaires pour accomplir la tâche, en fonction de leurs intérêts; 	<p><u>Les élèves peuvent :</u></p> <ul style="list-style-type: none"> • choisir un atelier selon leurs intérêts;

	<ul style="list-style-type: none"> • choisir un lieu propice à la discussion. 	<ul style="list-style-type: none"> • choisir leurs partenaires pour accomplir la tâche en fonction de leurs intérêts et de leur niveau de compétence; • choisir un lieu propice à la discussion.
Productions	<u>L'enseignant peut :</u> <ul style="list-style-type: none"> • varier les types d'évaluation (ex. : autoévaluation, évaluation par les pairs, coévaluation, à l'oral, à l'écrit). 	<u>L'enseignant peut :</u> <ul style="list-style-type: none"> • varier les types d'évaluation (ex. : autoévaluation, évaluation par les pairs, coévaluation, à l'oral, à l'écrit).
	<u>Les élèves peuvent :</u> <ul style="list-style-type: none"> • choisir la stratégie sur laquelle ils désirent s'autoévaluer; • faire un retour réflexif sur leur expérience en groupe (ex. : code de couleur, émoticônes, pouce levé). 	<u>Les élèves peuvent :</u> <ul style="list-style-type: none"> • sélectionner les critères sur lesquels portera leur autoévaluation; • choisir la modalité pour effectuer un retour réflexif (ex. : à l'oral, en formule buzz²⁹, à l'écrit, à l'aide d'une grille)

²⁹ Le buzz est une formule pédagogique favorisant l'interaction orale et permettant à tous les élèves de prendre la parole. L'enseignant pose une question et demande aux élèves de s'adresser aux 2 ou 3 personnes près d'eux. Il leur demande ensuite d'échanger rapidement et immédiatement, pour une période de 2 à 3 minutes. Un porte-parole est délégué par les membres de chaque sous-groupe pour la synthèse finale en grand groupe, afin d'obtenir le pouls de la classe. Le buzz nécessite un système efficace d'interruption (ex. : signal, son, geste, mot-clé).

17. Mathematics

Mathematics – Elementary Cycle One Pedagogical Flexibility	
Learning goal	Students master addition facts (from “0 + 0” to “10 + 10”) and the corresponding subtraction facts.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> Propose to the students a variety of problems that could be solved using the relationships between numbers, (e.g. the relationships between the numbers 5 and 10), the relationships between operations (addition and subtraction) as well as the commutative property of addition and patterns (e.g. skip counts of 5). Make a variety of materials (e.g. counters or stacking cubes) and different visual aids (e.g. number strips or hundreds charts) available to students. Propose problems with different contexts (e.g. a sport or a pet store) and that take into account their areas of interest. <p><u>The students could:</u></p> <ul style="list-style-type: none"> Represent the problem using a concrete, semi-concrete or symbolic process, depending on their level of understanding of the content. Choose one of the problems from those proposed by the teacher in accordance with their areas of interest. Use their own processes to solve a problem (e.g. concretely represent the numbers using counters, their fingers or tally marks; compose and decompose quantities or count to find an answer).

Processes³⁰	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Encourage the students to share their processes and strategies.³¹ • Value the processes and strategies used by the students and help the students put them into words. • Facilitate and guide mathematical discussions. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Model a process (e.g. “I put 7 counters in a box of 10; I see that 7 is 3 less than 10”) or a strategy in front of the class. • Compare their processes and strategies with those used by their classmates. • Challenge themselves to use a new process or strategy. • Provide scaffolding for a classmate.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Form pairs or small groups so that students can easily discuss their processes and strategies. • Create a “mathematics corner” in the classroom and offer mathematical games (e.g. with dice or a calculator) and software programs or different applications that help with constructing number facts. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose to solve a problem alone or with a classmate. • Discuss their process or strategy in pairs or small groups. • Choose to go to the “mathematics corner” to use a game, a software program or an application to construct number facts.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to choose a type of representation (e.g. words, manipulatives or drawings) to communicate their understanding of addition number facts and the corresponding subtraction facts. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose a type of representation (e.g. words, manipulatives or drawings) to communicate a mathematical message.

³⁰ These should not be confused with the mathematical processes discussed in the Québec Education Program or listed in the Progression of Learning.

³¹ See the examples of strategies on pages 23 and 24 of the [Progression of Learning in Elementary School: Mathematics](#).

Mathematics – Elementary Cycle Two Pedagogical Flexibility	
Learning goal	Students can construct the meaning of concepts and processes associated with fractions.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Make a variety of materials available to students to represent fractions based on a whole (e.g. pattern blocks, geoboards or Cuisenaire rods) and a collection (a homogeneous or heterogeneous set of discrete items). • Propose open-answer problems (e.g. order three fractions with the same denominator) so that each student can answer in accordance with their understanding of the content (several possible answers). <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose the fractions that they can represent easily. • Represent fractions in different processes using the materials of their choice and then order their representations.
Processes³²	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Start the lesson by asking open-ended questions such as, “What do you already know about this?” “How did you learn it?” in order to bring out the students’ prior knowledge about fractions. • Construct a network of concepts and processes. • Provide appropriate scaffolding³³ for students who are having difficulty (e.g. distinguishing the role of the numerator from that of the denominator). • Provide instruction on an individual basis or to a small group of students who are having the same difficulty. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • State what they know about the concepts and processes associated with fractions (e.g. “I know that the denominator indicates the number of equal parts into which the whole is divided”). • Construct their own network of concepts and processes. • Use their own network of concepts and processes to carry out a task or solve a problem.

³² These should not be confused with the mathematical processes discussed in the Québec Education Program or listed in the Progression of Learning.

³³ Scaffolding is the process of providing temporary and customized support to learners so that they can carry out a task that they are not yet able to do by themselves. Saint-Laurent, Lise, and Andrée. Boisclair. “Conception de l’enseignement-apprentissage à la base du PIER.” In *Programme d’intervention auprès des élèves à risque: une nouvelle option éducative*. Montréal: Gaëtan Morin, 1995, 6. (Translation)

Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Offer the students workshops focused on the knowledge to be acquired (e.g. order fractions that have the same denominator or associate a fraction with a part of a whole or part of a group of objects). <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose the workshops that will enable them to deepen their understanding of concepts and processes.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to choose a type of representation (e.g. words, objects or drawings). • Analyze the students' work to determine what the students understand with regard to concepts and processes associated with fractions, and provide them with feedback. • Recognize each student's progress and encourage it. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose a type of representation (e.g. words, objects or drawings) that enables them to demonstrate their understanding. • Use the teacher's feedback to make adjustments.

Mathematics – Elementary Cycle Three Pedagogical Flexibility	
Learning goal	Students develop the competency <i>To solve a situational problem</i> through its key features.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Introduce the situational problem in a meaningful way in order to get students interested (e.g. use an object, a photo or a video). • Target a key feature (e.g. decode the elements of the situational problem) in accordance with the group's needs.
Processes³⁴	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Question the students about their understanding of the situational problem. • Encourage the students to share their planning strategies (e.g. “What are the pertinent pieces of information? Do I need to break the problem down into sub-problems?”) and their comprehension strategies (“Can I restate the task in my own words? Which drawing can I use to represent the steps in the situation?”). • Value the strategies³⁵ used by the students. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Model the strategy used (e.g. “How can I find the pertinent information?”) in front of the other students. • Compare their strategy with those of others (e.g. “Did I choose the right strategies? Which strategies used by my classmates can I add to my tool box?”). • Challenge themselves to use a strategy that is new to them.

³⁴ These should not be confused with the mathematical processes discussed in the Québec Education Program or listed in the Progression of Learning.

³⁵ See the examples of strategies on pages 23 and 24 of the [Progression of Learning in Elementary School: Mathematics](#).

Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Vary the work methods during or after the activity (e.g. ask the students to start the work individually and then continue it in pairs). • Encourage students to discuss and review their work during or after the activity. • Form pairs or small groups so the students can easily discuss their strategies. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Carry out the requested task individually at first and then continue it in pairs. • Discuss their understanding and their planning strategies in pairs or in small groups.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Make different tools such as grids or tables available to students so they can plan their work. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Use various tools (e.g. grids or tables) to plan their work.

Mathematics – Secondary Cycle One Pedagogical Flexibility	
Learning goal	Students develop proportional reasoning.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> Propose tasks in which the students must recognize a proportional situation based on a context, a table of values or a graph and translate it using a proportion (ratio or rate). Ask the students to interpret ratios or rates based on different contexts (e.g. prices, measurements or scale drawings). Have the students qualitatively or quantitatively compare ratios or rates and ask them to describe the effect of changing a value, a ratio or a rate. Increase the complexity of the problem by suggesting that students use numbers for which the unit rate is not easily calculated. Propose problems that call upon different mathematical contexts (e.g. percentages in probability or statistical situations, missing measurements in geometric situations requiring recognition of similar figures or the calculation of areas of sectors, or transformation of units).
Processes³⁶	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> Ask open-ended questions in such a way that each student can start the task and answer in several ways. Encourage students to ensure that their solution is a realistic one given the context. Encourage students to solve proportional situations intuitively, based on the context (e.g. the unit rate method, the proportionality coefficient, the factor of change, or the additive or mixed procedure). Suggest that the students explain the strategy they used to solve the proportional situation. Value the strategies used by the students and ask them questions to guide them to compare the different strategies shared and to evaluate their effectiveness. Encourage students to share their problem-solving strategies.³⁷

³⁶ These should not be confused with the mathematical processes discussed in the Québec Education Program or listed in the Progression of Learning.

³⁷ See the Examples of Strategies on pages 42 to 44 of the [Progression of Learning in Secondary School: Mathematics](#).

Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Offer the students workshops designed to develop different concepts and processes associated with proportional situations (e.g. students move from one workshop to another once they have carried out the proposed activity). • Vary the work methods (e.g. work individually, in pairs, in a small team or with the whole class). • Plan time for class discussions and for discussions in pairs. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose the workshops that best respond to their needs. • Solve the proportional situation individually or in teams.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Propose proportional situations in different formats so that the students can choose those that they are able to interpret (e.g. words, a table of values or a graph). • Analyze each student's work to determine their level of understanding with regard to proportional reasoning and provide them with feedback. • Allow students to choose the type of representation they will use to demonstrate their understanding of a proportional situation. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Present their reasoning in different ways (e.g. a table of ratios, a diagram, a spreadsheet or a graph).

Mathematics – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	Students can develop processes for solving a system of first-degree equations in two variables.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Propose problems that draw on a variety of contexts. • Propose two different contexts for the same system of equations and invite students to discuss the meaning of the solution in each of the contexts. • Suggest that the students represent the system of equations graphically so they can visualize what is being sought. • Use an interactive geometry application (e.g. GeoGebra) or a spreadsheet (e.g. Excel) to present systems of equations and find their solution. • Vary the form of equations presented to encourage students to use different methods for solving them (e.g. y is not always isolated).
Processes³⁸	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Provide appropriate scaffolding³⁹ to students who must acquire a deeper understanding of certain algebraic concepts (e.g. variables, manipulating algebraic expressions or solving equations). • Ask open-ended questions in such a way that each student can start the task and answer in several ways. • Suggest that the students explain the strategy they used to solve the system of equations. • Encourage students to vary the strategies they use. • Value the strategies used by the students and ask them questions to guide them to compare the different strategies shared and to evaluate their effectiveness. • Encourage students to ensure that their solution is a realistic one given the context. • Allow students to use technological tools to validate their solutions (e.g. a calculator with graphic display, a spreadsheet or an interactive geometry application).
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Vary the work methods (e.g. work individually, in pairs, in a small team or with the whole class).

³⁸ These should not be confused with the mathematical processes discussed in the Québec Education Program or listed in the Progression of Learning.

³⁹ Scaffolding is the process of providing temporary and customized support to learners so that they can carry out a task that they are not yet able to do by themselves. Saint-Laurent, Lise, and Andrée. Boisclair. "Conception de l'enseignement-apprentissage à la base du PIER." In *Programme d'intervention auprès des élèves à risque: une nouvelle option éducative*. Montréal: Gaëtan Morin, 1995, 6. (Translation)

	<ul style="list-style-type: none"> • Plan time for whole-group or small-group (e.g. pairs) discussions. • Encourage students to discuss and review their work during or after the activity. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Solve the system of equations individually or in teams.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Propose systems of equations in different forms to the students so that they can choose the ones they are most comfortable with (e.g. words, a table of values or a graph). • Allow students to choose the type of representation to be used to translate their understanding of a system of equations and its solution. • Allow students to use technological tools to produce systems of equations (e.g. a spreadsheet or interactive geometry application). • Analyze each student's work to determine their level of understanding with regard to solving a system of equations and provide them with feedback. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Present their reasoning in different ways (e.g. an algebraic solution, a table of values or a graph). • Use technological tools to express their understanding of a system of equations or to present a new one.

18. Music

Music – Elementary Cycle Three* Pedagogical Flexibility	
Learning goal	Students can invent and interpret a musical piece in four measures on a given theme, using a melodic or percussion instrument.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Provide a choice of three or four themes. • Have the students listen to a variety of musical excerpts for each theme. • Target some elements of musical language to be used in their creation. <p><u>The students could,</u> individually or in teams:</p> <ul style="list-style-type: none"> • Choose from among the proposed themes. • Choose a melodic or rhythmic instrument. • Choose from among the targeted elements those that they will use in their creation.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Model by using each of the instruments available for the creation (prior knowledge, instrumental techniques) in front of the whole class or each group according to their instrument. • Provide feedback on cooperation strategies. • Plan for breaks during the work to question or listen to certain teams or students with regard to their creative process. • Post memory aids in the classroom (e.g. notes, rhythms or dynamics) or put them in the students' logbooks. • Ask the most advanced students to act as resource persons for their peers. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Create part of the musical piece on their own before adding to those done by other team members. • Write their composition using the traditional code or an invented one.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Form groups or allow students to choose their teammates themselves.

Music – Elementary Cycle Three* Pedagogical Flexibility	
	<ul style="list-style-type: none"> • Allow students to choose whether they want to work individually. • Plan for individual exploration time for part of the class period. • Create “islands” or work areas for each of the teams. • Set up a schedule of rehearsals with instruments. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Work alone, in pairs or in larger teams. • Record the steps in the process on paper or record them on a tablet.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to choose the way they will present their piece. • Ask students to carry out written or verbal peer evaluation. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Present their creation in front of their peers or in front of the teacher only. • Make a video of their performance. • Integrate their creation into another activity (interdisciplinary).

*This context can be adjusted for Elementary Cycles One and Two.

Music – Secondary Cycles One and Two Pedagogical Flexibility	
Learning goal	Students can appreciate a musical work by comparing three different versions of it, and they can perform one of these versions (key features of the competency <i>Appreciates musical works</i> and the competency <i>Performs musical works</i>).
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Present three different versions of the same musical work. • Provide the socio-cultural context of each version. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose the version they will perform, based on their abilities (from easy to difficult). • Express their appreciation by using subject-specific vocabulary and various means of communication.
Processes	<p><u>The teacher could:</u></p> <p>Appreciate</p> <ul style="list-style-type: none"> • Model an appreciation process. • Review some previous appreciations. • Start a debate on the “value” of each of the versions. • Provide a template for an appreciation. • Provide a glossary of subject-specific terms. <p>Perform</p> <ul style="list-style-type: none"> • Ask the most advanced students to act as resource persons for their peers (e.g. instrumental techniques or reading techniques). • Provide students who are having difficulties with individual help or help them in small groups. • Provide a memory aid for reading notes and rhythms. • Establish schedules and launch different challenges geared to the students’ abilities (e.g. some students can play only one part of the piece or need more time to work on it).

	<p><u>The students could:</u></p> <p>Appreciate</p> <ul style="list-style-type: none"> • Review previous appreciations for inspiration. • Compare their judgment with that of their peers and debate their points of view. • Use tools provided by the teacher (e.g. posters or a glossary). • Do research (in books or online) to broaden their judgment. <p>Perform</p> <ul style="list-style-type: none"> • Work in pairs, alternating the roles of observer and performer. • Draw on metacognition (review of prior knowledge: instrumental techniques, reading, etc.). • Use memorization strategies. • Record themselves so they can self-correct.
Learning environment	<p><u>The teacher could:</u></p> <p>Appreciate</p> <ul style="list-style-type: none"> • Allow students to work individually or in small groups. • Allow them to do the work at home using the class portal. <p>Perform</p> <ul style="list-style-type: none"> • Allow students to work individually or in small groups. • Form homogeneous (students at the same level and using the same instruments) or heterogeneous teams. • Plan workshops for each part of the work (decoding, technique, expressiveness, conventions for group ensemble work).
Products	<p><u>The teacher could:</u></p> <p>Appreciate</p> <ul style="list-style-type: none"> • Allow students to present their appreciation in writing or verbally, individually or as a team. • Randomly question the students. <p><u>The students could:</u></p> <p>Appreciate</p> <ul style="list-style-type: none"> • Share their judgment verbally or in writing, or in the form of a debate or discussion with their peers. <p>Perform</p>

	<ul style="list-style-type: none">• Perform their piece solo or in small groups.• Perform in front of their peers or in front of the teacher alone.• Make a video of their performance.
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19. Physical Education and Health

Physical Education and Health – Elementary Cycle One Pedagogical Flexibility	
Learning goal	The students plan and execute a sequence of five different manipulation skills using a ball. This activity is carried out within the context of the competency <i>To perform movement skills in different physical activity settings</i> .
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Teach several patterns for moving while manipulating a ball. • Offer the students balls of different sizes. <p>The students could choose the type of ball they want to use.</p>
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Give students time to discover different manipulation skills so that, after exploring them, they can share their discoveries. • Start with modelling several ways of manipulating a ball and ultimately creating a sequence. • Use videos to show different possible movements that the students can then link together. • Show videos with examples of final results. • Ask a student in Cycle Two or Three to demonstrate. • Ask students to form pairs so they can give each other feedback before showing their sequence to their teacher. <p>The students could choose the actions and the shape of the object to use for their sequence.</p>

Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Determine the areas in the gym where the students will perform specific types of movement skills, for example: <ul style="list-style-type: none"> ○ one area for throwing-catching ○ one area for bouncing-catching ○ one area for throwing-bouncing-catching • Propose a consistent routine for the students to follow with regard to the class structure (e.g. the students enter the gym and do warm-ups with a ball).
Products	<p>The teacher could also allow students to choose the format they will use to demonstrate their understanding (e.g. a video or a presentation in front of the teacher).</p> <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Answer the teacher’s questions orally during an interview after a presentation. • Ask another student to film their presentation. • Watch the video and produce a self-assessment (in writing or in another format).

Physical Education and Health – Elementary Cycle Two Pedagogical Flexibility	
Learning goal	The students plan and execute different offensive actions to try to recapture a scarf in a duelling activity in a common space. This activity is carried out within the context of the competency <i>To interact with others in different physical activity settings</i> .
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Teach several opposition actions. • Suggest different duelling contexts. <p>The students could choose the opposition actions that are most suited to their capacities.</p>
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Give students time to discover different opposition actions so that, after exploring them, they can share their discoveries. • Use videos to show different opposition actions. • Do demonstrations with a student. • Ask two students in Cycle Three to demonstrate. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose the opposition actions that are most effective for them, given their opponent. • Work in pairs and ask a third student to act as an observer and give them feedback on the different opposition actions that they have just used.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Determine the areas in the gymnasium where students will work on certain opposition actions (e.g. getting away from the opponent or reaching the opponent). • Vary the opponents. • Suggest a sequence of opposition actions that the students can use to gain an advantage over their opponent.

Products	<p>The teacher could allow students to choose the format (e.g. a video or a presentation in front of the teacher) they will use to demonstrate their understanding.</p> <p><u>The students could:</u></p> <ul style="list-style-type: none">• Answer the teacher's questions orally during an interview after some duels.• Ask another student to film their duel.• Watch the video and produce a self-assessment (in writing or in another format).
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Physical Education and Health – Elementary Cycle Three Pedagogical Flexibility	
Learning goal	The students perform a cool-down routine consisting of five stretching exercises, alone or as part of a team. This activity is carried out within the context of the competency <i>To adopt a healthy, active lifestyle</i> .
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Teach several stretching exercises. • Propose different ways to stretch the same muscle group (standing, lying down, seated). <p>The students could choose the exercises that are best suited to them.</p>
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Give students time to discover different muscle exercises so that, after exploring them, they can share their discoveries. • Start with modelling several stretching exercises and ultimately create a routine. • Use videos to show a variety of stretching exercises that the students could then include in a routine. • Invite a student from another group, the homeroom teacher or a staff member to give demonstrations. • Allow students to work in pairs or small groups. One student performs the identified exercises while the others act as observers to give them feedback, and then they switch roles.

Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none">• Determine the areas in the gymnasium where students will perform stretching exercises for the different muscle groups.• Form homogeneous or heterogeneous groups.• Propose a routine at the end of the period.
Products	<p>The teacher could allow students to choose the format (e.g. a video or a presentation in front of the teacher) they will use to demonstrate their understanding.</p> <p><u>The students could:</u></p> <ul style="list-style-type: none">• Answer the teacher's questions orally.• Ask another student to film their routine and analyze it.• Fill in a student notebook.⁴⁰

⁴⁰ Document in which the student records evidence of their planning, their performance and their self-assessment.

Physical Education and Health – Secondary Cycle One Pedagogical Flexibility	
Learning goal	While playing tchoukball, students fulfill their role in a defensive strategy. This activity is carried out within the context of the competency <i>Interacts with others in different physical activity settings</i> .
Content	The teacher could teach several possible defensive positions. The students could, in collaboration with their teammates, choose the opposition actions that are best suited to their capacities and to the action plan established during the planning stage.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Give students time to discover different team defensive strategies and let them explore the various possibilities. • Use videos to show the different possible defensive strategies. • Do demonstrations with the students. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Select, with their team, the defensive strategies that are the most efficient for them given their opponents and their capacities. • Ask another student to act as an observer and give them feedback on the defensive position of their team as well as on the efficiency of the offensive and defensive strategies.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Determine the areas in the gymnasium where the students will practise various defensive team positions. • Vary the opponents. • Form homogeneous or heterogeneous groups with a specific aim. • Propose a sequence of opposition and defence transitions to help students optimize their movements during a game. • Use a whiteboard or posters to illustrate different positioning strategies.
Products	<p>The teacher could allow students to choose the format (e.g. a video or a presentation in front of the teacher) they will use to demonstrate their understanding.</p> <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Answer the teacher’s questions orally during an interview after several games have been played. • Ask another student to film their defensive strategy. • Watch the video and produce a self-assessment (in writing or in another format).

Physical Education and Health – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	Students demonstrate locomotor and nonlocomotor skills in a varied routine, in accordance with their capacities, by including four different movements, four balancing positions and four distinct jumps. This activity is carried out within the context of the competency <i>Performs movement skills in different physical activity settings</i> .
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Teach several locomotor and nonlocomotor skills (e.g. moving, maintaining balance, and jumping). • Offer different routines with variable challenges. <p><u>The students could</u> choose the routine that is best suited to them, in accordance with their capacities and interests.</p>
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Give students the time to discover different locomotor and nonlocomotor skills so that, after exploring them, they can share their discoveries. • Start by modelling some locomotor and nonlocomotor skills and work them into a sequence based on the routine. • Use videos to show the different movements possible. • Show videos with examples of final results. • Ask one or more students to demonstrate different movements that could be used in the routine. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose different actions and their routine. • Work in pairs and give their partner feedback on their choices of locomotor and nonlocomotor skills and on their choice of routine.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Determine the areas in the gymnasium where students will work on different skills, for example, an area reserved for movements and another reserved for balancing activities. • Form homogeneous or heterogeneous groups. • Propose that students enter the gymnasium with a routine that serves as a warm-up.

Products	<p>The teacher could allow students to choose the format (e.g. a video or a presentation in front of the teacher) they will use to demonstrate their understanding.</p> <p><u>The students could:</u></p> <ul style="list-style-type: none">• Answer the teacher's questions orally during an interview after they have performed their routine.• Ask another student to film their presentation.• Watch the video and produce a self-assessment (in writing or in another format).
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20. Science and Technology

Science and Technology – Elementary Cycle Two Pedagogical Flexibility	
Learning goal	Students can communicate in the languages used in science and technology (process of communicating scientifically).
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to choose the topic or phenomenon to be addressed based on their areas of interest. • Propose to the students a variety of resources from which they can choose or allow them to find resources themselves. • Negotiate with the students as to the number and choice of concepts, laws or models that they will consider together, in order to ensure the quality (relevance) of the learning.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Ask students questions to help them develop their initial ideas. • Prepare a concept map with the students or ask them to construct their own concept map. • Offer additional support to students who are having difficulties at certain stages of their inquiry process. • Show the students how to draw up an outline or plan for their presentation.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Offer students the choice of carrying out the inquiry process individually or in teams.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to choose the presentation format they consider best suited to the phenomenon being studied, e.g. an oral presentation, a demonstration or a presentation using a visual aid (model, photo, poster, presentation software). • Give students the choice of presenting their work in front of their peers or in front of the teacher only.

Science and Technology – Elementary Cycle Three Pedagogical Flexibility	
Learning goal	Students can propose explanations for or solutions to scientific or technological problems.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Submit an open-ended problem that leaves room for different solutions. • Provide students with a variety of materials that enable them to solve the problem.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Ask students questions regarding their understanding or representation of the problem. • Name, alone or with the students, the relevant concepts, laws and models for solving the problem. • Plan time for students to volunteer to share their possible strategies or solutions with the class. • Provide specific support to students who are having difficulty in identifying the problem or proposing a preliminary solution.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Group students in teams of four or more to facilitate managing materials. • Allow students to carry out some steps at home in order to optimize their time in the classroom.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to present original solutions or distinctive prototypes. • Give students the choice of presenting their work in front of their peers or in front of the teacher alone. • Allow students to choose the presentation format they consider best suited to the phenomenon being studied, e.g. a presentation using a visual aid (model, prototype, presentation software, demonstration).

Science and Technology – Secondary Cycle One Pedagogical Flexibility	
Learning goal	Students can seek answers or solutions to scientific or technological problems.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Provide students with a variety of resources they need to recognize or represent a problem. • Limit the number of elements (social, historical, environmental) or points of view (experts, citizens, business people) to be considered in dealing with the problem.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Ask students questions regarding their understanding or representation of the problem. • Name, alone or with the students, the relevant concepts, laws and models for solving the problem. • Plan a variety of workshops or laboratory activities that will help students master a technique, explore a concept more profoundly, observe a demonstration or handle a model or prototype. • Provide personalized instruction or teach groups of students organized according to the needs expressed.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Divide the students into subgroups at certain times (work in teams of two or three). • Propose collaborative tasks where input from each student is required.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to choose the presentation format they consider best suited to the context (e.g. a model, poster, demonstration, laboratory report or scientific journal). • Give students the choice of presenting their work in front of their peers or in front of the teacher alone.

Science and Technology – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	Students can make the most of their knowledge of science and technology and form an opinion about a problem.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Provide students with a variety of resources to help them recognize the problem. • Allow students to determine the resources they will need in order to identify elements that are relevant to the problem. • Allow students to choose the number of elements (social, historical, environmental) or points of view (experts, citizens, business people) to be considered in dealing with the problem.
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Ask students questions to help them draw on their prior learning or knowledge of the subject. • Prepare a concept map with the students or ask them to construct their own concept map. • Provide explanations or support students who are having difficulties validating certain arguments. • Support and guide students by providing feedback (on the learning or the steps in their process). • Propose individual or group activities that encourage students to reflect on their work.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Plan a variety of workshops or laboratory activities that will help students explore a concept more profoundly, observe a demonstration or handle a model or prototype. • Divide students into subgroups for certain learning activities or so they can share facts (e.g. work in teams of two or three). • Propose collaborative tasks where input from each student is required.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Allow students to choose the presentation format they consider best suited to the context, e.g. an oral presentation or a presentation using a visual aid (e.g. model, poster, presentation software). • Give students the choice of presenting their work in front of their peers or in front of the teacher alone.

21. Spanish as a Third Language

Spanish as a Third Language – Secondary Pedagogical Flexibility	
Learning goal	The students interact in Spanish; that is, they communicate their ideas using appropriate vocabulary and simple, understandable sentences.
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Explicitly teach the vocabulary required for communication or facilitate a brainstorming session to produce a list of the vocabulary related to the topic addressed in class. • Establish with the students a list of phrases that are useful in the communication situation. • Use children’s books or songs with a repetitive structure to illustrate the basic vocabulary. • Propose learning situations and role-play. • Make reference tools in small format available to students, in accordance with their specific needs (e.g. customized challenges or a strategy to be adopted). • Propose a variety of topics related to the students’ fields of interest. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Reuse the vocabulary and expressions taught, as well as the phrases that appear on the list. • Use external resources to help them with their communication (e.g. word bank, glossary, picture dictionary or stock phrases). • Choose a topic related to their fields of interest.

Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Make external resources available to the students (e.g. word bank, glossary, picture dictionary or stock phrases). • With the students, target strategies that promote communication (e.g. anticipate the content of a message based on their prior knowledge or adapt their statements taking into account the elements of the communication situation) and post them in the classroom. • While the task is being carried out, move around the classroom to provide reminders. • Take every opportunity to provide feedback. • Propose collaborative tasks where input from each student is required and essential. • Vary the amount of time students speak. • Model and have the students observe the elements of the communication situation (e.g. the fishbowl technique⁴¹). • Encourage metacognition by having students use self-evaluation and peer-evaluation tools, among others. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose their role on the team (e.g. observer, communicator or facilitator). • Use external resources to help them with their communication (e.g. word bank, glossary, picture dictionary or stock phrases). • Ask the speaker to repeat, slow down or reformulate. • Resort to using another known language to help themselves out when they do not have enough proficiency in Spanish to continue the conversation. • Paraphrase. • Use non-verbal language and paralinguistic behaviours to support their talk. • Pay close attention to their peers' non-verbal language and contextual clues.
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⁴¹ The fishbowl technique may be used to illustrate and have students observe the behaviours expected during a discussion in a subgroup. The teacher and a small group of students form an inner circle and the rest of the class form an outer circle around them. The small circle symbolizes the aquarium and the outer circle consists of observers. The teacher guides the discussion in the aquarium while the observers pay attention. Then the observers discuss what they heard and observed in order to make the expected behaviours explicit and to be able to reproduce these behaviours properly.

	<ul style="list-style-type: none"> • Follow the agreed-upon rules for the situation. • Take risks. • Reflect on their process, participation and contribution to the task. • Carry out self-evaluations or evaluate a peer.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Vary the groupings (e.g. pairs or homogeneous or heterogeneous subgroups). • Set up workstations that offer different activities related to the chosen topic. • Vary the lengths of time the students speak. • Suggest places outside the classroom to encourage interaction. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose a workstation according to their area of interest. • Choose their partners for carrying out the task according to their areas of interest and proficiency level.
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Vary the types of products (e.g. taped or live). • Give students the opportunity to use technologies and vary the types of evaluation (e.g. a self-evaluation, an evaluation by peers, a co-evaluation, an oral evaluation of a written evaluation). <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose the way they transmit their message. • Select the elements they will focus on in their self-evaluation. • Choose a way to carry out a reflection (e.g. verbally, using the buzz teaching method,⁴² in writing or using a grid).

⁴² Buzz is a teaching method that encourages verbal interaction and allows all the students to speak. The teacher asks a question and asks students to turn and talk to two or three people nearest them. The teacher then asks each cluster to hold a quick discussion right away for two or three minutes. Each cluster selects a spokesperson to report their findings to the reassembled large group for the wrap-up. This enables the teacher to gauge what the students already know. The buzz requires an effective means for interrupting (e.g. a signal, sound, gesture or keyword).

22. Visual Arts

Visual Arts – Elementary Cycle One Pedagogical Flexibility	
Learning goal	<p>The students observe the elements of visual arts language in a two-dimensional work: shapes, lines and colours.</p> <p>This learning goal stems from the competency <i>To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates</i> and, more specifically, the key feature <i>To examine a work of art, traditional artistic object, media images, personal or media visual arts production for elements of content</i> (Progression of Learning, p. 11).</p>
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Teach different ways to observe a work of art in order to pick out the elements of visual arts language. • Create a climate conducive to hearing a description of a work of art and observing it by promoting an attitude of receptiveness to and respect for the work. • Target some elements of visual arts language to be observed in the selected work of art. • Ask students questions to encourage them to observe different elements that constitute a work of art. • Use a visual aid to help students name the elements of visual arts language that they observe. <p>Connections between the programs</p> <ul style="list-style-type: none"> • Make connections with the learning acquired in mathematics (geometry). <p>Cultural references</p> <ul style="list-style-type: none"> • Depending on the selected work of art, make associations with elements from the same era or a similar context. <p>References</p> <ul style="list-style-type: none"> • Consult Constellations for a wide array of references such as The Great Art Treasure Hunt (Elementary Cycle One) and Art Up Close (Elementary Cycles Two and Three) or, in French, Eurék'art! Le livre-jeu du regard. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Choose only one element of visual arts language that they want to use to observe the work of art. • Use the images made available to them to name the shapes, lines and colours they observe.

Processes	<p><u>The teacher could:</u></p> <ol style="list-style-type: none"> 1. Ask students questions about the shapes they recognize in the work of art: rounded or angular (mathematics, geometry), circle, square, rectangle, rhombus, triangle. <ul style="list-style-type: none"> • Place paper geometric shapes on the work projected or posted on the wall. • Draw the forms on the board. 2. Ask students questions about the types of lines they recognize in the work of art: thick and thin (Cycles Two and Three: horizontal and vertical, short and long, curved and straight). <ul style="list-style-type: none"> • Use cards on which the different lines are drawn to compare them with what is found in the projected or posted work of art. • Draw the types of lines on the board. 3. Ask students questions about the colours they recognize in the work of art: primary colours (Cycles Two and Three: secondary colours, warm and cool colours). <ul style="list-style-type: none"> • Use the colour wheel to locate the colours. • Place coloured cards on the projected or posted work. <p><u>The students could:</u></p> <ol style="list-style-type: none"> 1. Shapes <ul style="list-style-type: none"> • Cut out geometric shapes to compare them with the work of art. • Draw the shapes they see. 2. Lines <ul style="list-style-type: none"> • Draw the types of lines they observe on small cards to compare them with the work of art. 3. Colours <ul style="list-style-type: none"> • Use coloured cards to compare those colours with what is seen in the work of art.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Trace the shapes and lines found in the projected work of art directly on an interactive whiteboard. • Choose to project or post the work of art in colour.

	<ul style="list-style-type: none"> • Create a poster with the shapes and types of lines that the students should observe in the work of art. • Give each student a black-and-white photocopy of the work of art so that they can draw directly on the image. • Provide a data sheet with images and short sentences about the artist or the style of the work of art (e.g. abstract art). • Use coloured acetate sheets and allow students to superimpose them on the work of art and thus see the secondary colours better. • Form pairs to observe the elements of visual arts language. <p>Do the observation exercise with the entire class and have the students answer orally.</p>
Products	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Choose to concentrate on only one element of visual arts language. • Ask students to communicate orally or in writing. • Have the students work alone, in pairs or in groups. <p><u>The students could:</u></p> <ul style="list-style-type: none"> • Communicate orally or in writing. • On the interactive whiteboard, point out what they observe in the projected work of art. • Using an interactive whiteboard, draw directly on the projected work of art. • Draw what they observe on a sheet. <p>Draw directly on a photocopy of the work of art.</p>

Visual Arts – Secondary Cycle Two Pedagogical Flexibility	
Learning goal	This learning goal stems from the competency <i>Creates personal images</i> and, more specifically, element A (<i>Progression of Learning</i>, p. 11).
Content	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> Focus the work on the inventory of ideas and the different ways of keeping records of them: drawings, collages, photographs, writing, etc. <p>Connections between the programs</p> <ul style="list-style-type: none"> Make connections with learning acquired in English Language Arts (<i>Produces texts for personal and social purposes</i>) by integrating texts in their inventory record, and in Science and Technology (the technological world, graphical language, diagram of principles), by showing examples of how ideas are developed. <p>Cultural references</p> <ul style="list-style-type: none"> Make connections with diagrams of scientific creations in which one sees the evolution of an idea. <p>References</p> <ul style="list-style-type: none"> Consult the Constellations site for a wide variety of references such as Arts & sciences (available in French).
Processes	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> Teach several methods that enable students to develop their ideas and express them with the goal of creating a personal work. Ask students to use a paper or digital inventory record book to keep their ideas together. Guide the students to conduct research at the library or on the Internet. Briefly explain the symbolic meaning of colours, e.g. red for anger or passion. Show examples of mixed techniques (e.g. collage, drawing or painting) and integration of text. Give students a research structure to help them develop their chosen theme (e.g. provide a sheet with some questions to guide them). Start the process in a group by proposing a brainstorming session to come up with ideas. Suggest making a common collage in teams or as a class to bring out the students' initial ideas. <p><u>The students could:</u></p> <ul style="list-style-type: none"> Use a variety of methods to keep an inventory of their ideas and develop them.

	<ul style="list-style-type: none"> • Make sketches or drawings of their observations or from memory. • Use colours to represent emotions. • Cut and paste images from magazines, photocopied from books, printed off the Internet or from personal photographs taken with a tablet. • Paste artifacts from their immediate surroundings (e.g. a candy wrapper, a ticket to a show or a tree leaf). <p>Integrate text</p> <ul style="list-style-type: none"> • Write short informative or creative texts (e.g. poems or song lyrics) to accompany the image, collage or sketch. • Include definitions. • Include words to identify emotions: draw or cut and paste words or the letters of a word.
Learning environment	<p><u>The teacher could:</u></p> <ul style="list-style-type: none"> • Use books or the Internet to show the students artists' sketchbooks to inspire them. • Use an interactive whiteboard to show the different types of drawings: from memory, from observation, a sketch.
Products	<p><u>The students could:</u></p> <ul style="list-style-type: none"> • Use their inventory record book to help them communicate orally about their research with regard to ideas. • Work alone, in pairs or in groups. • Communicate their findings orally or in writing. • Use the interactive whiteboard to present their research and exploration of ideas.

