

## Portrait des apprentissages pour le retour en classe

### ANGLAIS - SECONDAIRE

Le document qui suit a été élaboré par le Service des ressources éducatives au jeunes (SREJ) en prévision du retour à l'école.

Il est suggéré de le déposer dans un espace nuagique partagé (ex. Teams d'équipe de votre école) pour en faciliter le dépôt et la consultation, en prévision notamment du départ en juin des personnes précaires ou du personnel qui pourrait être appelé à bouger en raison des surplus ou des mouvements volontaires. Il peut être rempli de façon individuelle ou en équipe niveau/cycle.

Ce document vous permettra de:

- Informer vos collègues du niveau supérieur du travail effectué avec vos élèves en 2019-2020;
- Planifier les **priorités** de vos actions pour le retour en classe;
- Préparer la rentrée 2020, au regard des informations reçues de vos collègues des niveaux inférieurs.

École :	
Rempli par :	
Niveau(x) 2019-2020 :	
Groupe(s) :	
Date :	

## Démarche suggérée pour l'enseignement à faire en ligne en mai et juin

1. Complétez individuellement le tableau qui suit afin de dresser le portrait de votre classe **au moment du départ des élèves en mars**. Indiquez les éléments enseignés jusqu'au départ des élèves dans la colonne verte.
2. Planifiez votre enseignement en priorisant les contenus partiellement maîtrisés ou les contenus prioritaires pour le cycle de vos élèves en fonction de la progression des apprentissages et des attentes de fin de cycle. Pour alimenter votre réflexion, consultez les informations relatives aux attentes de fin de cycle contenues dans le PFÉQ qui se trouvent à la suite du tableau. Vérifiez aussi ce que sont les **éléments étoilés** pour le niveau de vos élèves dans la Progression des apprentissages, **bien que votre enseignement ne peut être limité à ces seuls éléments**.
3. **À la fin de l'année scolaire 2019-2020**, indiquez les contenus travaillés depuis mars dans la colonne jaune. Indiquez aussi tout élément à prioriser non-enseigné dans la colonne en rouge.

## Anglais



Note the elements taught from **September to March** in the **GREEN** section. Note the elements taught or consolidated in **May and June** in the **YELLOW** section. Note elements from the Essential Knowledge list that have not been taught in 2019-2020 in the **RED** section. Refer to the Progression of Learning when completing this chart.

**Taught from September to March  
(to all students)**

**Consolidated or taught in May and  
June  
(online to some students)**

**Not Taught in 2019-2020**

### Functional Language

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### Vocabulary

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### Language conventions

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### Strategies

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### Processes

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### Texts

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**When teaching  
your students in  
May and June :**

*Don't forget to **focus on developing their competencies.**  
To maximize learning, don't forget to teach strategies.  
Focus on the essential elements listed for your students' level.*

## Cycle One – Core Program (PFÉQ, Premier cycle du secondaire, pp. 591, 593 et 595)

### End-of-cycle outcomes:

#### **Interacts Orally in English**

By the end of Secondary Cycle One, students initiate, react to, maintain and end oral interaction with peers and the teacher. They take risks in their use of English. Through structured oral interaction, students convey personal messages that correspond to the requirements of the task. They use *functional language* and *other vocabulary* to interact spontaneously in a variety of communicative situations related to classroom life, the students' interests, and the carrying out of tasks. They deliver messages in simple sentences. With support from peers and the teacher, they make use of *communication* and *learning strategies* with increasing confidence. They effectively exploit some material resources such as posters of *functional language* and banks of expressions. They seek help from peers and, when necessary, the teacher. Errors of articulation may be present and are normal at this stage of the students' language development. These errors, however, do not impede understanding.

#### **Reinvests Understanding of Oral and Written Texts**

By the end of Secondary Cycle One, students demonstrate an understanding of various types of texts that correspond to their age, interests and level of language development. They show this understanding as they engage in the *response process* with the support of peers, prompts and teacher guidance. Students share their reactions as they explore texts, establish a personal connection to texts, and sometimes generalize beyond the texts. They use knowledge from texts such as the overall meaning, specific details and *key elements* when accomplishing various reinvestment tasks. With support from peers and the teacher, they make use of *communication* and *learning strategies* with increasing confidence. Students use material resources such as dictionaries and the Internet, with help. They seek assistance from peers and, when necessary, the teacher.

#### **Writes texts**

By the end of Secondary Cycle One, students write or produce different types of texts by using a personalized *writing and/or production process*. The texts begin to reflect students' creativity. They write or produce texts that correspond to the requirements of the task or to their personal intention. They use simple sentences, and they apply the *language conventions* required by the task that correspond to their level of language development. Errors of formulation may be present and are normal at this stage of the students' language development. These errors, however, do not impede understanding. Students consult their peers and the teacher, and take their feedback into account. With support from peers and the teacher, they make use of *communication* and *learning strategies* with increasing confidence. Students use material resources such as models, dictionaries and grammar references, and request assistance with these resources, when necessary.

## **Cycle Two – Core Program** (PFÉQ, English as a Second Language, Core Program, Cycle Two, pp. 16, 25 et 32)

### End-of-cycle outcomes:

#### **Interacts Orally in English**

##### **Participation in oral interaction**

By the end of Secondary Cycle Two, students demonstrate willingness to interact orally in English. They speak English in class at all times with a certain degree of confidence. Students contribute to oral interaction when they cooperate with others to share ideas and opinions. They take risks with language and persevere, even when they make errors.

##### **Content of the message**

In familiar contexts, students can communicate with a native English speaker who does not speak the students' first language. The content of students' messages is coherent, pertinent to the topic, and reflects their cognitive maturity. They elaborate on a variety of issues and ideas and support their viewpoints. Students consider the audience (i.e. other speakers) and purpose in order to interact appropriately.

##### **Articulation of the message**

Students pay attention to the articulation of the message. They have a good command of functional language and use it in all contexts within the classroom. Students produce language that is relatively fluent—they produce some stretches of well-structured speech that flow easily and smoothly with little hesitation when searching for words. They use some complex sentence structures and idiomatic expressions. They have achieved a level of accuracy in their language repertoire (e.g. vocabulary, grammar, intonation, pronunciation) such that errors do not impede understanding of their messages.

##### **Management of strategies and resources**

Students make a conscious effort to improve this competency. With some support from peers and the teacher, students manage their strategies and resources: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. With some help, students regulate their development as communicators. Students are resourceful ESL learners, equipped with strategies needed for lifelong learning.

#### **Reinvests Understanding of Oral and Written Texts**

##### **Participation in the response process**

By the end of Secondary Cycle Two, students have developed a positive attitude to listening to, reading and viewing authentic texts in English and to constructing meaning of texts with others through the response process. With some support from the teacher and peers, they persevere in trying to understand texts. They take risks when sharing their responses and keep an open mind to others' responses. Students cooperate with others when they share their ideas and opinions.

##### **Evidence of understanding of texts**

Students listen to, read and view a variety of authentic texts appropriate to their age, interests and level of language development. Topics deal occasionally with complex issues and abstract ideas. With some support from the teacher and peers, they construct meaning of texts through

effective use of the response process and by taking into account the internal and external features of texts. They formulate responses that are clearly linked to texts. They explore texts individually and with others, establish meaningful personal connections to texts and make appropriate generalizations to consider issues in a broader light.

### **Use of knowledge from texts in a reinvestment task**

Students reinvest knowledge from texts in a variety of reinvestment tasks. With some support from peers and the teacher, they select, organize and adapt knowledge from texts (i.e. internal and external features) in reinvestment tasks. These tasks are relevant and show clear links to the original texts.

### **Management of strategies and resources**

Students make a conscious effort to improve this competency. With some support from peers and the teacher, students manage their strategies and resources: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. With some help, students regulate their development as listeners, readers and viewers. Students are resourceful ESL learners, equipped with strategies needed for lifelong learning.

## **Writes texts**

### **Participation in the writing and production processes**

By the end of Secondary Cycle Two, students have developed a positive attitude towards writing and producing texts in English. With some support from the teacher and peers, they use and adapt the writing and production processes to suit the task. They persevere, even when faced with challenges, and take risks with language. Students cooperate and are open to other viewpoints during the writing and production processes.

### **Content of the message**

Students write and produce a variety of texts for different purposes and audiences. Their texts can be understood by a native English speaker who does not understand the students' first language. The content of their message is pertinent to the topic, and the ideas are coherent. With some support from the teacher and peers, they explore and elaborate on personal and familiar topics, and some abstract ideas, and justify their viewpoints. Students demonstrate their cognitive maturity and originality in the content of their texts. They write and produce texts that correspond to the requirements of the task or to their personal intention.

### **Formulation of the message**

Students pay attention to the formulation of the message when writing and producing texts (i.e. accuracy of language repertoire and use of text components). They use vocabulary and some idiomatic expressions appropriate to the context. They make correct use of language conventions in most situations (e.g. word order, agreement, spelling, capitalization and punctuation). Their texts include simple and some complex sentence structures, and demonstrate adequate use of text components. Errors of formulation may occur; however, these errors do not impede understanding.

### **Management of strategies and resources**

Students make a conscious effort to improve this competency. With some support from peers and the teacher, they manage their strategies and resources: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. With some help, students regulate their development as writers and producers. Students are resourceful ESL learners, equipped with strategies needed for lifelong learning.

## Cycle One – Enriched Program (PFÉQ, Premier cycle du secondaire, pp. 615, 617 et 619)

### End-of-cycle outcomes:

#### **Interacts Orally in English**

By the end of Secondary Cycle One, students participate actively, spontaneously and appropriately in a variety of meaningful communicative situations related to their personal interests and concerns. They share and discuss a wide range of information, experiences, needs and points of view with some ease. They converse with others to explore and develop their thoughts, feelings and ideas on an ongoing basis. They use oral interaction to foster collaboration. They use a substantially expanded *language repertoire* to communicate a pertinent message, taking into account the context and audience. They communicate a well-articulated message that is easily understood. They request, provide and integrate feedback from peers and the teacher on a regular basis. They manage *communication* and *learning strategies* such as self-monitoring and resources such as dictionaries and thesauruses with increased autonomy. Students reflect regularly on their successes and challenges and make appropriate adjustments for their continued language development.

#### **Reinvests Understanding of Oral and Written Texts**

By the end of Secondary Cycle One, students use a personalized *response process* with increased ease. They explore a variety of *popular, literary and information-based* texts and become familiar with their characteristics. They formulate a response which demonstrates their understanding by making personal links to texts and constructing meaning with others. They request, provide and integrate pertinent feedback from peers and the teacher on a regular basis. They extend their response by selecting, organizing and adapting ideas and information into a reinvestment task with increased efficiency. They manage *communication* and *learning strategies* and resources such as response journals with increased autonomy. Students reflect regularly on their successes and challenges and make appropriate adjustments for their continued language development.

#### **Writes texts**

By the end of Secondary Cycle One, students write and produce *popular, literary and information-based* texts that represent their increased proficiency and their emerging personal style. They write/produce texts that correspond to the requirements of the task or to their personal intention. In order to write/produce an effective, well-structured text, they use and adapt personalized *writing* and *production processes* to the task at hand with increased ease. They use their substantially expanded language repertoire to write/produce a text that is pertinent to the context and audience. They write/produce a well formulated text that is easily understood. They request, provide and integrate feedback from peers and teachers on a regular basis. They manage *communication* and *learning strategies* such as encouraging others and use resources such as computers and portfolios with increased autonomy. Students reflect regularly on their successes and challenges and make appropriate adjustments for their continued language development.

## **Cycle Two – Enriched Program** (PFÉQ, English as a Second Language, Enriched Program, Cycle Two, pp. 16, 25 et 32 )

### End-of-cycle outcomes:

#### **Interacts Orally in English**

##### **Participation in oral interaction**

By the end of Secondary Cycle Two, students are committed to speaking English at all times. They are confident communicators in English in all classroom situations. They take risks with language and in expressing their ideas. They persevere, even when they make errors. Students contribute to oral interaction when they cooperate with others to share their ideas and opinions and provide feedback.

##### **Content of the message**

In all contexts, students can communicate with a native English speaker who does not speak the students' first language. The content of their message is pertinent to the topic, and the ideas are coherent and reflect their cognitive maturity. Their message is well developed: they support their viewpoints with facts, examples and explanations. They elaborate on complex issues and abstract ideas. Students consider the audience (i.e. other speakers) and purpose, and respect social conventions in order to interact appropriately.

##### **Articulation of the message**

Students pay attention to the articulation of the message. They produce language that is spontaneous and fluent—they produce stretches of well-structured speech that flow easily and smoothly with little hesitation when searching for words. Students use an accurate language repertoire to communicate effectively (e.g. vocabulary, grammar, pronunciation, intonation, register). They use idiomatic expressions and complex sentence structures.

##### **Management of strategies and resources**

Students make a conscious effort to improve this competency. They manage their strategies and resources on their own: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. They effectively regulate their development as communicators. They seek help from peers or the teacher, when necessary, and recognize that they are valuable resources for each other. Students are autonomous learners, equipped with strategies and resources that are needed for lifelong learning.

#### **Reinvests Understanding of Oral and Written Texts**

##### **Participation in the response process**

By the end of Secondary Cycle Two, students have developed a positive attitude to listening to, reading and viewing authentic texts in English. They confidently use the response process to construct meaning of texts. They persevere in trying to understand texts, take risks when sharing their responses, and keep an open mind towards others' responses. Students cooperate with others when they share ideas and justify their viewpoints.

##### **Evidence of understanding of texts**

Students listen to, read and view a wide range of authentic texts that correspond to their age, interests and level of language development. Topics deal with complex issues and abstract ideas. They construct meaning through effective use of the response process and by taking into account the



internal and external features of texts. They formulate responses that are clearly linked to texts. They explore texts with confidence individually and with others, establish meaningful personal connections to texts and make insightful generalizations to consider issues in a broader light.

### **Use of knowledge from texts in a reinvestment task**

Students reinvest knowledge from texts in a variety of reinvestment tasks. They effectively select, organize and adapt knowledge from texts (i.e. internal and external features) in reinvestment tasks. These tasks are relevant and show clear links to the original texts.

### **Management of strategies and resources**

Students make a conscious effort to improve this competency. They manage their strategies and resources on their own: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. They effectively regulate their development as listeners, readers and viewers. They seek help from peers or the teacher, when necessary, and recognize that they are valuable resources for each other. Students are autonomous learners, equipped with strategies and resources needed for lifelong learning.

## **Writes texts**

### **Participation in the writing and production processes**

By the end of Secondary Cycle Two, students have developed a positive attitude towards writing and producing texts in English. They confidently use and adapt the writing and production processes to suit the task and experiment with their personal style. They persevere, even when faced with challenges. They cooperate and are open to other viewpoints during the writing and production processes.

### **Content of the message**

Students write and produce a wide range of texts for different purposes and audiences. Their texts can be easily understood by a native English speaker who does not understand the students' first language. The content of their message is pertinent to the topic, and the ideas are coherent. Their message is well developed: they support their viewpoints with facts, examples and explanations. They elaborate on complex issues and abstract ideas. Students demonstrate originality and cognitive maturity in the content of their texts. They write and produce texts that correspond to the requirements of the task or to their personal intention.

### **Formulation of the message**

Students pay attention to the formulation of the message when writing and producing texts. They use an accurate and effective language repertoire—vocabulary and idiomatic expressions appropriate to the context, and correct use of language conventions (e.g. word order, agreement, spelling, capitalization, punctuation). Students select language to achieve the desired effect of their text on the audience. They use concrete as well as figurative language, simple and complex sentence structures, and demonstrate effective use of text components. Students rarely make errors of form and focus their attention on refining their own style as writers and producers.

### **Management of strategies and resources**

Students make a conscious effort to improve this competency. They manage their strategies and resources on their own: they have an inventory from which to choose; they know which ones to use for a given task; they know how to use them; and they analyze their effectiveness throughout the task. They effectively regulate their development as writers and producers. They seek help from peers or the teacher, when necessary, and recognize that they are valuable resources for each other. Students are autonomous learners, equipped with strategies and resources needed for lifelong learning.