

Mandatory Content Planning Table for School Governing Board Approval – ELEMENTARY

Academic and Career Guidance Content, Content for the Development of Personal and Social Competencies and Content in Sexuality Education

Pursuant to the third paragraph of section 461 of the Education Act (EA) and section 32 of the Act Respecting Private Education (ARPE), in the general areas of training it establishes, the Minister has prescribed activities or content that must be integrated into the educational services offered to elementary and secondary students:¹

mandatory content in **Academic and Career Guidance Content (ACGC)** for the 3rd cycle of primary school as well as for the 1st and 2nd cycles of secondary school;

mandatory **Content for the Development of Personal and Social Competencies** for all cycles of primary and secondary education. Preschool content is also available, but not mandatory;

mandatory **Content in Sexuality Education** for 2nd, 3rd and 4th year students, this content is complementary to the Culture and Citizenship in Quebec (CCQ) study program in which most notions of sexuality education have been integrated. For students who are not taught the CCQ subject, Content in Sexuality Education must be planned and offered. Preschool content is also available, but not mandatory.

The management, with the collaboration of school staff, including teaching staff, develops a plan for each mandatory content² under section 89 of the EA. This planning aims to:

ensure that all prescribed content is offered;

determine the people responsible for offering content;

ensure consistency and continuity of learning;

- promote the integration of actions into school practices.

The governing board is responsible for approving the planning proposed by the school administration (EA, art. 85). It must approve the terms and conditions for the implementation of mandatory content, based on the planned obligations. It is recommended to obtain this approval at the beginning of each school year and to make a report at the end of the year. It should be noted that the planning of the teaching of programs of study, including the *Culture and Citizenship in Quebec* program, does not require approval by the governing board.

Details in the table: some content is prescribed for a specific teaching year, while others are prescribed for a cycle. Where content is prescribed for a cycle, the choice of the year in which it will be taught within that cycle is at the discretion of the educational institution. Thus, the educational institution can enter content only in the blank cells of the table. When a box is grayed out for a given content, it means that it cannot be scheduled at that time. The precision elements in the blank boxes of the template are only examples and can be adjusted as needed.

¹ The guidelines for mandatory content and activities are published each year in the [annual instruction of the Minister of Education](#).

² Other documents and templates for the planning of mandatory contents are available: Planning and monitoring of mandatory contents in primary school, Planning and monitoring of mandatory contents in secondary school and Summary table of mandatory contents.

MANDATORY CONTENT PLANNING TABLE FOR SCHOOL GOVERNING BOARD APPROVAL – ELEMENTARY							
CONTENTS	PRESCHOOL (CONTENT AVAILABLE, NOT MANDATORY)	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)							
FIELDS OF INTEREST AND SKILLS Produce a self-description in terms of interests and abilities						Offered by: ELA teacher When: September-December Subject: English Language Arts (Competency: To use language to communicate and learn.) Estimated time: 2-3 Periods Suggested lesson: "Talent Tuesday" Activity GMS: "Fingerprint" assignment	Previously covered in Grade 5
SOCIAL INFLUENCE Select examples where their attitudes, behaviors or values are influenced by others, and examples where the student influence others						Offered by: CCQ teacher When: January - June Subject: Culture and Citizenship in Quebec (Competency: Reflects critically on cultural realities.) Estimated time: 1-2 Periods Suggested lesson: Record-keeping tool: "Social Influences"	Previously covered in Grade 5
STUDENT DUTIES AND WORK METHODS Compare the work methods and duties of a student with those observed in the world of work						To be covered in Grade 6	Offered by: ELA teacher When: September-December Subject: English Language Arts (Competency: To use language to communicate and learn.) Estimated time: 3-5 Periods Suggested lesson: "Students at work" Activity.

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							GMS: We will use the activity posted above.
STRENGTHS IN THE PROCESS OF TRANSITION Select various personal characteristics that will be useful in preparing for the transition from elementary school to secondary school						To be covered in Grade 6	Offered by: Visual Arts teacher When: September-December Subject: Visual Arts: To produce individual works in the visual arts Estimated time: 3-4 Periods Suggested lesson: "A Celebration Pole of Strengths" Activity
CHARACTERISTICS OF SECONDARY SCHOOL Compare the main differences and similarities between elementary school and secondary school						To be covered in Grade 6	Offered by: FSL teacher When: January - June Subject: Français, langue seconde (Programme de base): Interagir en français en se familiarisant avec le monde francophone. and/or Produire des textes variés. Estimated time: 2-3 Periods Suggested lesson: "Secondary School, What's up with that?" GMS: Mythe ou réalité ? – Les élèves vont explorer les mythes et réalités à propos de l'école secondaire.
OCCUPATION OF THE PEOPLE IN THEIR COMMUNITY Develop a description of the occupations of people in their community						To be covered in Grade 6	Offered by: ELA teacher When: January - June

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							Subject: English Language Arts: To use language to communicate Estimated time: 2-3 Periods Suggested lesson: "Occupations" Activity GMS: Research a profession project.

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CONTENT FOR THE DEVELOPMENT OF PERSONAL AND SOCIAL COMPETENCIES							
1. Recognize their emotions, manage frustration properly and control motor impulses	Offered by: PDCIA When: January-June Recognize the emotion of what others are feeling through empathy: Lesson: The emotions thermometer & We all have feelings presentation						

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2. Be familiar with the different ways of showing respect when interacting with others and with their environment	Offered by: PDCIA When: January- June Activity: “What does respect look like” Book: <i>Have You Filled a Bucket Today?</i> by Carol McCloud						
3. Understand that their actions and words can affect others	Offered by: PDCIA When: January-June Estimated time: 2 30-minute sessions Activity: <i>What we do matters</i> . Group discussion including “Sam’s Choices” activity. Includes real school examples.						
4. Apply various strategies to resolve conflicts	Offered by PDCIA: January-June (2 X 30-minute sessions) Activity: Recognizing common school conflicts and using your words respectfully.						
5. Recognize the importance of friends		Offered by: PDCIA When: January – June	Offered by PDCIA:				

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		Estimated time: 30 min Lesson: “All About Friends” (Importance of & feelings & rules of friendship & I Am a Good Friend) *Further exploration in Grade 2	Estimated time: 2 30-min sessions Activity: Friendship circle. Story time with the book “The sandwich swap”. Class discussion: How can you be a good friend at school?				
6. Be familiar with ways to increase self-confidence within a group		Offered by: PDCIA When: January – June Lesson: “I Can Share and Shine!” Time: 30–40 minutes Focus: Confidence, participation, teamwork	Offered by: PDCIA When: January – June Lesson Title: “I Can Share and Shine!” Time: 30–40 minutes Focus: Confidence, participation, teamwork.				
7. Understand the importance of applying the rules of conduct in the environments, and the consequences for themselves and for others if these rules are not followed		Offered by: PDCIA When: January – June Estimated time: 30 – 40 min Lesson Title: Rules Keep Us Safe and Fair (Calm Down First: Managing emotions before reacting &	Offered by: PDCIA When: January – June Estimated time: 30 – 40 min Lesson Title: Rules Keep Us Safe and Fair (Calm Down First: Managing emotions before reacting &				

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		Express feelings without blaming	Express feelings without blaming				
8. Display an openness to others		<p>Offered by PDCIA: When: September Activity: Orange Shirt Day / Truth and Reconciliation Virtual Classroom (openness, respect for, and valuing of other cultures)</p> <p>Offered by PDCIA When: February Activity: Black History Presentation (respect for, and valuing of other cultures)</p>	<p>Offered by PDCIA: When: September Orange Shirt Day / Truth and Reconciliation Virtual Classroom (openness, respect for, and valuing of other cultures)</p> <p>Offered by: PDCIA When: February Activity: Black History Presentation (respect for, and valuing of other cultures)</p> <p>Offered by: OWTA (Time Permitting) When: January - June Estimated time: 45 – 60 min Suggested Activity: “I is for Inclusion” presentation</p>				

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9. Develop the skills to express themselves and be clearly understood		Recommended for Grade 2	Offered by: PDCIA When: January – June Estimated Time: 2 30min sessions Activity: Ways in which we Express ourselves, clear vs. unclear messages. Includes the “I feel” activity.				
10. Recognize emotions, their intensity and how they influence behaviours				Offered by: PDCIA When: January – June Estimated Time: 2 30-min workshops Activity: Recognition of feelings of gratitude and empathy and how they influence personal behavior and how this affects others) Offered by: Classroom Teacher Activity: Classroom-based lessons: These lessons include “reading battles,” whole-class reading, and guided discussions based on a variety of children’s literature. The books already	Offered by: PDCIA When: January – June Estimated Time: 2 30-min workshops Activity: Recognition of feelings of gratitude and empathy and how they influence personal behavior and how this affects others)	Offered by: PDCIA When: January – June Estimated Time: 2 30-min workshops Activity: Recognition of feelings of gratitude and empathy and how they influence personal behavior and how this affects others)	Offered by: PDCIA When: January – June Estimated Time: 2 30-min workshops Activity: Recognition of feelings of gratitude and empathy and how they influence personal behavior and how this affects others)

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				<p>explored include <i>La couleur des émotions</i> by Anna Llenas and <i>Les amis de Meesha</i> by Tim Percival.</p> <p>Classroom visuals were also used as instructional supports and daily classroom tools, including posters from Éditions Midi-Trente: <i>Émotions</i>, <i>Trucs anti-stress</i>, and <i>Affiche retour au calme</i>.</p> <p>Planned readings include:</p> <ul style="list-style-type: none"> • <i>Les écureuils qui se querellent</i> • <i>Tu y arriveras</i> • <i>Théo la Tornade</i> (a book addressing ADHD) 			

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				<ul style="list-style-type: none"> <i>Faire des erreurs? Jamais de la vie!</i> <i>Les amis de Meesha</i> 			
11. Develop their conflict resolution skills				<p>Offered by: PDCIA When: January – June Estimated Time: 2 sessions Activity: Respecting Different Perspectives. How to effectively problem solve and how to apologize and forgive. Role-Play Scenarios: Friendship misunderstandings</p> <p>Offered by: Classroom Teacher Activity: Whole class reading and discussions will be based on a variety of children’s literature. The books to be read</p>	<p>Offered by: PDCIA When: January – June Estimated Time: 2 sessions Activity: Respecting Different Perspectives. How to effectively problem solve and how to apologize and forgive. Role-Play Scenarios: Friendship misunderstandings</p>	<p>Offered by: PDCIA When: January – June Estimated Time: 2 sessions Activity: Respecting Different Perspectives. How to effectively problem solve and how to apologize and forgive. Role-Play Scenarios: Online chat conflicts</p>	<p>Offered by: PDCIA When: January – June Estimated Time: 2 sessions Activity: Respecting Different Perspectives. How to effectively problem solve and how to apologize and forgive. Role-Play Scenarios: Online chat conflicts</p>

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				include <i>Désolé : l’art de s’excuser</i> and <i>Les amis de Meesha</i> .			
12. Understand the importance of having interpersonal relationships and developing harmonious relationships						<p>Offered by PDCIA When: September-December Truth and Reconciliation</p> <p>Offered by PDCIA When: February Activity: Black History speaker (respect for, and valuing of other cultures to reduce conflict)</p>	<p>Offered by: Teacher When: End of school year Activity: “Transition to Highschool” presentation</p>
CONTENT IN SEXUALITY EDUCATION							
SEXUAL GROWTH AND BODY IMAGE <ul style="list-style-type: none"> Identify the parts of the body. Give examples of what you can express and feel with your body. 	Not Mandatory Offered by: When: Estimated time: Suggested Lesson: Body Parts My Body and My Feelings						
PREGNANCY AND BIRTH	Not Mandatory Offered by:						

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<ul style="list-style-type: none"> ▪ Explain the steps involved in making a baby. ▪ Name ways of welcoming a baby into a family. 	When: Estimated time: Suggested Lesson: Where do babies come from?						

Mandatory content in sexuality education for students to whom the subject *Culture and Citizenship in Quebec* is not taught – ELEMENTARY

As set out in the<https://www.education.gouv.qc.ca/references/tx-solrtyperecherchepublicationtx-solrpublicationnouveaute/resultats-de-la-recherche/detail/article/la-formation-generale-des-jeunes-instruction-annuelle/> annual instruction of the Minister of Education, mandatory content, sexuality education must still be offered to students who are not taught *Culture and Citizenship in Quebec*. This situation concerns students with moderate to severe or profound intellectual disabilities and students who are offered services d'accueil et de soutien à l'apprentissage du français (SASAF). It is up to the school staff to choose the pedagogical intervention methods according to the needs and abilities of the students as well as the established content in sexuality education.

MANDATORY CONTENT PLANNING TABLE AT THE ELEMENTARY FOR GOVERNING BOARD APPROVAL		
GROUP OF STUDENTS	MANDATORY CONTENTS	PLANNING
Ex.: students who receive SASAF		<ul style="list-style-type: none"> Offered by: When: Estimated time:
		<ul style="list-style-type: none"> Offered by: When: Estimated time:
		<ul style="list-style-type: none"> Offered by: When: Estimated time:
		<ul style="list-style-type: none"> Offered by: When: Estimated time:
		<ul style="list-style-type: none"> Offered by: When: Estimated time:
		<ul style="list-style-type: none"> Offered by: When:

MANDATORY CONTENT PLANNING TABLE AT THE ELEMENTARY FOR GOVERNING BOARD APPROVAL		
GROUP OF STUDENTS	MANDATORY CONTENTS	PLANNING
		<div> <div></div> <div>Estimated time:</div> </div>