

## 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:<sup>1</sup>

- 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 content<sup>2</sup> 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.

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

<sup>2</sup> 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
<b>ACADEMIC AND CAREER GUIDANCE CONTENT (ACGC)</b>							
<b>FIELDS OF INTEREST AND SKILLS</b> Produce a self-description in terms of interests and abilities						<p>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: <a href="#">"Talent Tuesday" Activity</a></p>	Previously covered in Grade 5
<b>SOCIAL INFLUENCE</b> Select examples where their attitudes, behaviors or values are influenced by others, and examples where the student influence others						<p>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: <a href="#">Record-keeping tool: "Social Influences"</a></p>	Previously covered in Grade 5
<b>STUDENT DUTIES AND WORK METHODS</b> Compare the work methods and duties of a student with those observed in the world of work						<p>To be covered in Grade 6</p>	<p>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: <a href="#">"Students at work" Activity</a></p>

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<b>STRENGTHS IN THE PROCESS OF TRANSITION</b> 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 href="#">"A Celebration Pole of Strengths" Activity</a>
<b>CHARACTERISTICS OF SECONDARY SCHOOL</b> 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: <a href="#">"Secondary School, What's up with that?"</a>
<b>OCCUPATION OF THE PEOPLE IN THEIR COMMUNITY</b> Develop a description of the occupations of people in their community						To be covered in Grade 6	Offered by: ELA teacher When: January - June Subject: English Language Arts: To use language to communicate Estimated time: 2-3 Periods Suggested lesson: <a href="#">"Occupations" Activity</a>

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<b>CONTENT FOR THE DEVELOPMENT OF PERSONAL AND SOCIAL COMPETENCIES</b>							
<b>1. Recognize their emotions, manage frustration properly and control motor impulses</b>	Offered by: PDCIA When: January - June Estimated time: 45 min Suggested lesson: Me, You, Us: Lesson 2 - Measuring the Intensity of Our Feelings: The Emotion Thermometer						
<b>2. Be familiar with the different ways of showing respect when interacting with others and with their environment</b>	Offered by: PDCIA When: Sept – December Estimated time: 30min Suggested lesson: A Little Respectful SPOT Story and Activity						
<b>3. Understand that their actions and words can affect others</b>	Offered by: PDCIA When: January - June Estimated time: 45 min Suggested lesson: Words that Hurt and Words that Heal						
<b>4. Apply various strategies to resolve conflicts</b>	Offered by: PDCIA When: January - June Estimated time: 45 min Suggested lesson: Me, You, Us_Lesson 12: Conflict Resolution:						

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	Resolution Notes and Connect Tools						
<b>5. Recognize the importance of friends</b>		Offered by: PDCIA When: January – June Estimated time: 45 min Suggested lesson: Me, You, Us Lesson 8: Getting to Know Each Other, Part 1	Offered in Grade 1 – Consolidate Learning with Essential Practices				
<b>6. Be familiar with ways to increase self-confidence within a group</b>		Offered by: PDCIA When: January – June Estimated time: 45 min Suggested lesson: Me, You, Us Lesson 8: Getting to Know Each Other, Part 2	Offered in Grade 1 – Consolidate Learning with Essential Practices				
<b>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</b>		Offered by: PDCIA When: September - December Estimated time: 30 min Suggested lesson: Pause and Think Online: How can we be safe, responsible, and respectful online?	Offered in Grade 1				
<b>8. Display an openness to others</b>		Recommended for Grade 2	Offered by: OWTA When: January - June Estimated time: 45 – 60 min				

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			Suggested Activity: "I is for Inclusion" presentation				
<b>9. Develop the skills to express themselves and be clearly understood</b>		Recommended for Grade 2	Offered by: PDCIA When: January - June Estimated time: Three 45-min sessions Suggested lesson: Me, You, Us: Feelings, Needs, Requests				
<b>10. Recognize emotions, their intensity and how they influence behaviours</b>				Offered by: PDCIA When: January – June Estimated time: Three 45-min lessons Suggested lesson: Me, You, Us Feelings Lessons (2, 3, 4)	Covered in Grade 3 (Option to complete, continue or consolidate with Essential Practices)		
<b>11. Develop their conflict resolution skills</b>				Offered by: PDCIA When: September - December Estimated time: 30 min Suggested lesson: Common Sense Media Resolving Conflicts Online: How can we resolve conflicts when they happen online?	Covered Grade 3 (Option to Review for Grade 4)		
<b>12. Understand the importance of having interpersonal relationships and developing harmonious relationships</b>					Recommended for Grade 6	Offered by: PDCIA When: January - June Estimated time: Two 45-minute sessions Suggested lesson:	

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							Kids in the Know Lesson 4: Healthy Relationships and Lesson 5: Healthy vs Unhealthy Boundaries
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## **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 [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.

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