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|  | *ACGC* | *Learning Strategies\** | *Learning Situations\*\** |
| *Theme* | *Expected Student Learning Outcome(ESLO)* | *Definition* | *Actions, Procedures and Techniques* | *Description**(title(s), pedagogical intentions)* | *Infusion**(subject(s), subject-specific competency(ies), other school activities)* | *Annual Plan* | *Grade 5* | *Grade 6* |
| *Length (min.)* | *Time of Year / Term*  |
| Area 1 | **Self-Knowledge (personal)** | **Interests and aptitudes** | **Produce** a description of himself/herself in terms of interests and aptitudes | **Produce:** Express from memory or in a concrete manner knowledge deemed to be relevant. | * Write
* Say aloud
* Draw
* etc.
 |  |  |  |  | ☐ | ☐ |
| **Self-Knowledge****(social)** | **Social influences**  | **Select** examples where his/her attitudes, behaviour or values are influenced by others, and examples where he/she influences others. | **Select:** Using different means and according to predetermined or spontaneous criteria, research and identify relevant or useful information. | * Note down
* Underline
* Highlight
* Frame
* Write
* Say
* Tell
* etc.
 |  |  |  |  | ☐ | ☐ |
| **Self-Knowledge****(educational)** | **Student duties and work methods** | **Compare** the work methods and duties of a student withthose observed in the world of work. | **Compare:** Look for elements or characteristics that establish connections or relationships between items of information. | * Look for differences
* Look for resemblances or similarities
* Look for relationships of size, importance, order or sequence

etc. |  |  |  |  | ☐ | ☐ |
| **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. | **Select:** Using different means and according to predetermined or spontaneous criteria, research and identify relevant or useful information. | * Note down
* Underline
* Highlight
* Frame
* Write
* Say
* Tell
* etc.
 |  |  |  |  | ☐ | ☐ |

* Bégin, C. (2008). Les stratégies d’apprentissage : un cadre de référence simplifié. *Revue des sciences de l’éducation*, 34 (1), 47-67.

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|  |  | *Theme* | *Expected Student Learning Outcome**(ESLO)* | *Definition* | *Actions,* *Procedures and Techniques* | *Description**(title(s), pedagogical intentions)* | *Infusion**(subject(s), subject-specific competency(ies), other school activities)* | *Annual Plan* | *Grade 5* | *Grade 6* |
| *Length (min.)* | *Time of Year / Term* |
| Area 2 | **Knowledge of the World of School** | **Characteristics of secondary school**  | **Compare** the main differences and similarities between elementary school and secondary school. | **Compare:** Look for elements or characteristics that establish connections or relationships between items of information. | * Look for differences
* Look for resemblances or similarities
* Look for relationships of size, importance, order or sequence
* etc.
 |  |  |  |  | ☐ | ☐ |
| Area 3  | **Knowledge of the World of Work** | **Occupations of people in his/her community** | **Develop** a description of the occupations of people in his/her community | **Develop:** Reformulate or transform information so that its main characteristics or components are reflected or expressed in different ways. | * Paraphrase
* Formulate examples
* Make analogies

etc. |  |  |  |  | ☐ | ☐ |

**\*\*** Turnkey learning situations can be found on the Ministère de l’Éducation et de l’Enseignement supérieur VIBE platform: [https://cosp.education.gouv.qc.ca/ssf/a/c/p\_name/ss\_forum/p\_action/1/binderId/52350/entityType/workspace/action/view\_permalink/novl\_url/1%20#1617886327459](https://cosp.education.gouv.qc.ca/ssf/a/c/p_name/ss_forum/p_action/1/binderId/52350/entityType/workspace/action/view_permalink/novl_url/1%20%231617886327459#1592320093334)