



## **End-of-Cycle Outcomes / Attentes de fin de cycle**

**Language Arts**

**Mathematics**

**Science and Technology**

**Français, langue seconde Immersion**

**Français, langue seconde Programme de base**

**Cycle 3**

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**Extracted from**

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***Bob Steele***  
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## Language Arts

### Cycle 3

#### COMPETENCY 1 • TO READ AND LISTEN TO LITERARY, POPULAR AND INFORMATION-BASED TEXTS

By the end of Cycle Three, through exercising personal choice in reading material, the student reads, hears and views a range of text types critically. S/he gives reasons for her/his personal selections, which may be within one text type, and begins to find value in texts outside her/his favourites. The student selects, with greater control, appropriate reading strategies when her/his process of meaning-making breaks down and knows how to adjust the strategies s/he uses according to her/his purposes and to the text type. S/he identifies and explains the structures and features of familiar text types encountered in reading and uses some of them in her/his writing to shape meaning in a particular way. In discussion groups, s/he begins to work with peers as sources of clarification and enrichment of her/his interpretations of texts. S/he identifies and explains some of the structures and features of familiar text types encountered in reading and uses them in her/his own writing to shape meaning in a particular way. When prompted, the student compares the content, structures and features of the texts with those in her/his personal repertoire. When the student is researching a personally relevant topic, s/he reads, views and listens to a variety of sources and, with guidance, begins to compare and select information from them. Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information. The student demonstrates a sense of her/his reading profile by giving reasons for her/his preferences and by beginning to describe her/his use of strategies and ways of responding. With guidance, the student sets specific short-term goals in reading and monitors her/his progress in achieving these goals by selecting and explaining representations of her/his reading in her/his integrated ELA portfolio.

# Language Arts

## Cycle 3

### COMPETENCY 2 • TO WRITE SELF-EXPRESSIVE, NARRATIVE AND INFORMATION-BASED TEXTS

By the end of Cycle Three, the student views her/himself as a writer who writes on a daily basis and who values writing as a means of expressing her/himself, of exploring and thinking through new ideas, and of solving problems. S/he continues to make choices about the purpose, text type and audience for her/his writing. S/he produces self-expressive, narrative and information-based texts that reflect her/his more complex understanding of a rich variety of texts that s/he has read, viewed and listened to throughout elementary school. The student writes for a familiar and wider audience of younger children, peers and trusted adults. S/he writes using personally significant, familiar text structures and features. Because of her/his understanding of purpose and growing awareness of her/his widening audience, the student is beginning to explore ways to shape her/his meaning in light of the intended audience. Talk and risk-taking continue to play a central role in her/his writing strategies. Through talk with the teacher and peers about the texts s/he writes, reads, views and listens to, s/he makes discoveries about some of the decisions authors make to craft their writing. The student experiments with these in her/his own writing. Based on the student's decisions about purpose, audience and text type, s/he will select from known structures and features to construct her/his meaning. When writing an information-based text on a topic that reflects her/his interests, the student is capable of following a specific procedure for locating, organizing and presenting information, but is not expected to generate her/his own research method. During the writing process, s/he is beginning to understand the importance of rereading and of sharing drafts of her/his writing with peers in order to make simple revision and editing decisions. In the case of complex texts, the student requires the guidance and support of the teacher in order to make simple revision and editing decisions, since these processes are text-dependent. Ongoing assessment and evaluation of the student's development is based on a collection of her/his writing over time rather than on one or two pieces of information. In collaboration with peers and teachers, the student selects significant samples of writing from her/his integrated ELA portfolio and with specific references to her/his texts, identifies strengths and future learning goals.

# Language Arts

## Cycle 3

### COMPETENCY 3 • TO REPRESENT HER/HIS LITERACY IN DIFFERENT MEDIA

By the end of Cycle Three, the student frequently relies upon her/his understanding of the structure and features of her/his growing repertoire of media texts to unlock their message(s)/meaning(s) and begins to question and explore how they help shape meaning. Her/his teacher continues to act as a support and guide to build on and extend the student's previous experience with the media. In discussions with peers, the student demonstrates an understanding that a media text can contain more than one meaning/message. S/he also begins to see common characteristics between texts in the same medium. The student has had repeated opportunities to produce, in collaboration with peers and for a wider audience of younger children, peers and trusted adults, a variety of media texts that entertain, inform and persuade using mixed media and multimedia resources. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher, to review the (media) productions in her/his integrated ELA portfolio, the student demonstrates a conscious awareness of many of the strategies s/he uses to read and produce narrative, popular and information-based texts aimed at children.

# Language Arts

## Cycle 3

### **COMPETENCY 4 • TO USE LANGUAGE TO COMMUNICATE AND LEARN**

**By the end of Cycle Three, the student is able to organize and carry out meaningful tasks in a collaborative and supportive classroom context, where the teacher encourages and assists the student's initiative. The student controls many of the linguistic structures and features necessary to develop and present ideas and information, to communicate more complex ideas and to solve problems. S/he plans and shapes communications to achieve a specific purpose with a familiar audience. In collaborative activities, the student assumes responsibility for her/his own learning. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of information. With guidance s/he self-evaluates her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.**

# Mathematics

## Cycle 3

### **COMPETENCY 1 • TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS**

By the end of this cycle, the students solve a situational problem involving different types of information. They make more appropriate use of the various types of representations that allow them to organize this information. They anticipate the result, work out a solution that may involve several steps, and associate the presentation of the problem with that of similar problems. They validate the solution (procedure and final answer) and explain it orally or in writing using exact mathematical language.

### **COMPETENCY 2 • TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES**

By the end of this cycle, the students mobilize their own processes as well as conventional processes to do mental and written computations involving the four operations with natural numbers and decimals. Using objects and diagrams, they start to add and subtract fractions and to multiply fractions by natural numbers. They can describe and classify plane figures, recognize the nets for convex polyhedrons, estimate, measure or calculate lengths, surface areas, volumes, angles, capacities, masses, time and temperature. They can produce frieze patterns and tessellations by means of reflections and translations, compare the possible outcomes of a random experiment with the known theoretical probabilities, calculate the arithmetic mean and interpret circle graphs. They know how to justify their use of technology.

### **COMPETENCY 3 • TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE**

By the end of this cycle, the students interpret or produce a message (oral or written) by using exact mathematical language and several types of representations.

# Science and Technology

## Cycle 3

### **COMPETENCY 1 • TO PROPOSE EXPLANATIONS FOR OR SOLUTIONS TO SCIENTIFIC OR TECHNOLOGICAL PROBLEMS**

**By the end of this cycle, the students explore problems requiring approaches and strategies that are more complex and that may be somewhat more abstract. They gather information, plan their work and collect data relating to a greater number of parameters. They validate their approach by taking into account a greater number of elements. When analyzing a problem, they consider both its scientific and technological dimensions.**

## Cycle 3

### **COMPETENCY 2 • TO MAKE THE MOST OF SCIENTIFIC AND TECHNOLOGICAL TOOLS, OBJECTS AND PROCEDURES**

**By the end of this cycle, the students use tools, techniques, instruments and procedures that are more complex and abstract than those used in the previous cycle, making greater use of their potential and a more sophisticated assessment of the results they have obtained. They design more elaborate tools, instruments and techniques and recognize the main areas in which science and technology are applied (e.g. computer technology, biotechnology, medical engineering, pharmacology, energy transformation and exploitation, robotics, astronautics).**

# Science and Technology

(cont)

## Cycle 3

### COMPETENCY 3 • TO COMMUNICATE IN THE LANGUAGES USED IN SCIENCE AND TECHNOLOGY

**By the end of this cycle, the students correctly interpret and convey more complex scientific and technological information involving a greater number of the more elaborate facets of the language of science and technology (a greater number of specialized terms and expressions; a greater number of more elaborate symbols, formulas, diagrams, tables and graphs).**

# Français, Langue seconde Immersion

TROISIÈME CYCLE

**COMPÉTENCE 1 • INTERAGIR EN FRANÇAIS EN DÉCOUVRANT LE MONDE FRANCOPHONE PAR LES TEXTES ET LES DISCIPLINES.**

À la fin du troisième cycle, l'élève utilise consciemment les stratégies de lecture lui permettant de faire les transferts pour s'appropriier les textes issus de différentes disciplines. Il établit des liens entre différents types de textes. Il lit de manière autonome des textes variés adaptés à son âge. Il échange volontiers en français dans toutes les situations, tant à l'oral qu'à l'écrit. Il est de plus en plus à l'aise pour amorcer des contacts avec différents interlocuteurs. Il a recours à des activités de régulation pour évaluer sa communication et sa démarche.

TROISIÈME CYCLE

**COMPÉTENCE 2 • PRODUIRE DES TEXTES VARIÉS.**

À la fin du troisième cycle, l'élève produit dans les différentes disciplines des textes narratifs, expressifs ou informatifs en s'inspirant de modèles comme un article de journal, une lettre d'information ou un poème. Il est influencé par ses lectures et s'affirme davantage dans ses textes en donnant ses opinions.

## Français, Langue seconde Programme de base

### TROISIÈME CYCLE

#### **COMPÉTENCE 1 • INTERAGIR EN FRANÇAIS EN SE FAMILIARISANT AVEC LE MONDE FRANCOPHONE.**

À la fin du troisième cycle, l'élève repère les éléments d'information essentiels dans un texte et, avec de l'aide, il commence à les mettre en relation avec l'intention de communication. Il participe aux discussions de groupe, aux simulations ou aux jeux de rôle en vue d'échanges possibles à l'extérieur de la classe. Il respecte les conventions de communication lors d'interactions planifiées ou spontanées.

### TROISIÈME CYCLE

#### **COMPÉTENCE 2 • PRODUIRE DES TEXTES VARIÉS.**

À la fin du troisième cycle, il produit de courts textes cohérents, sous une forme orale, écrite ou visuelle. Il s'assure que son texte contient suffisamment d'éléments d'information et vérifie la pertinence des éléments visuels en rapport avec le sujet du texte et l'intention de communication. Il se préoccupe de la qualité de sa production, tant sur le plan du contenu que de la présentation.