

--	--	--



Laval Junior Academy

Academic Year: 2025-2026

Subject/Department: Culture and Citizenship in Québec (CCQ)

Level: Cycle 1 Year 1

Teacher Methods of Communication: E-mail, Mozaik, agenda, Curriculum Night, Progress Report, parent/teacher conferences, course outline, phone communication (as needed).

Possible Means of Evaluation: Exit tickets, group discussion, journaling "big idea" type questions, in class activities or projects, and dramatizations or skits.

Key concepts will be covered; however, **the specific content will vary** depending on the subject time constraints, class interest, current relevance, and the individual teacher's professional judgment to meet the two competency objectives.

Please view the specific content outlined below as examples or suggestions, as the specific curriculum content presented may vary to better address the competencies and needs of the students.

Term 1 - 20% of School Year

Anecdotal Report

Term 1 report: Please note, **no grade will be reported for both competencies in term 1**. This is due to CCQ's reduced subject time allocation. Students will be assessed throughout Term 1, which will be reported in term 2.

Competency Evaluated	Concepts and Suggested Content	Timeline or Frequency of Evaluation	Weight of Evaluation
Reflects on ethical questions	Identity, Socialization, and Dynamics of Belonging <ul style="list-style-type: none"> Social roles Gender Identity Body Image Relationships 	Weekly or Bi-weekly ongoing evaluation (see above for the possible means of evaluation) Competency is not reported in Term 1	Competency is not Reported in Term 1 50%
Studies Cultural Realities			Competency is not Reported in Term 1 50%

--	--	--

--	--	--

Term 2 - 20% of School Year			
Term 2 Report: February			
Competency Evaluated	Concepts and Suggested Content	Timeline or Frequency of Evaluations	Weight of Evaluation
Reflects on ethical questions	Citizenship <ul style="list-style-type: none"> Shared public institutions (Democracy, Charter of rights and freedoms etc) Quebec cultural heritage (Indigenous, French, English, Religions in Quebec, Secularism etc.) Diversity in Quebec A holistic approach to environmental responsibility	Weekly or Bi-weekly ongoing evaluation (see above for the possible means of evaluation)	50%
Studies Cultural Realities			50%

Term 3 - 60% of School Year			
Reporting Date			
Term 3 Report: End of June			
Competency Evaluated	Concepts and Suggested Content	Timeline or Frequency of Evaluations	Weight of Evaluation
Reflects on ethical questions	A holistic approach to environmental responsibility	Weekly or Bi-weekly Ongoing evaluations (see above for the possible means of evaluation)	50%
Studies Cultural Realities	Understanding public space and private space in a more digital world. Social cohesion and the importance of financial literacy to foster a sense of belonging in society.		50%

--	--	--