

Quebec - Achievements and Competencies

Learning Outcomes

Cycle 2 (Gr. 3-4)	Cycle 3 (Gr. 5-6)
Characteristics of living things	Characteristics of living things
Organization of living things	Organization of living things

The Quebec Achievements and Competencies are based on the Progression of Learning Outcomes derived from the Quebec Education Plan set by the Ministère de l'Éducation, du Loisir et du Sport.

Specific Expectations

CYCLE 2 (Gr. 3-4)

LIVING WORLD

A. Matter

1. Characteristics of living things
 - a. Explains the basic needs of the metabolism of living things (e.g. nutrition, respiration)

Students will discuss the importance of the digestive system and its main functions: it allows the body to absorb nutrients and energy.

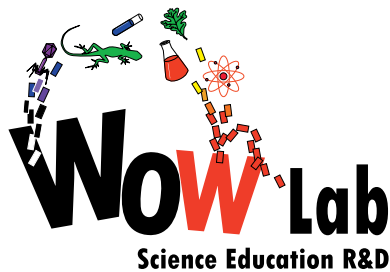
2. Organization of living things
 - a. Describes the functions of certain parts of the anatomy (e.g. limbs, head, heart, stomach)
 - g. Associates the parts and systems of the anatomy of animals with their general functions
 - h. Explains the sensorial functions of certain parts of the anatomy (skin, eyes, mouth, ears, nose)

Students will describe the functions of parts of the anatomy involved in the digestive system, such as the mouth, tongue, esophagus, and stomach. Students will understand how these parts work together in order for digestion to happen. They can explain the sensorial functions involved in the digestion system (e.g. the nose is used to smell food and the tongue is used to taste food). Students can engage in a discussion about the role of the digestive system in the human body.

F. Appropriate Language

1. Terminology related to an understanding of the material world

Students should use the appropriate terminology throughout the activity (e.g. mouth, teeth, tongue, esophagus, stomach, salivary gland, pharynx, lower esophageal sphincter, upper esophageal sphincter).



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CYCLE 3 (Gr. 5-6)

LIVING WORLD

A. Matter

1. Characteristics of living things
 - b. Describes activities connected to the metabolism of living things (transformation of energy, growth, maintenance of systems and body temperature)

Students should understand that digestion takes place in order to absorb nutrients from the food, in order for the body to have energy to maintain its systems and body temperature.

2. Organization of living things
 - a. Describes the functions of certain parts of the anatomy (e.g. limbs, head, heart, stomach)
 - g. Associates the parts and systems of the anatomy of animals with their general functions
 - h. Explains the sensorial functions of certain parts of the anatomy (skin, eyes, mouth, ears, nose)

Students will describe the functions of parts of the anatomy involved in the digestive system, such as the mouth, tongue, esophagus, and stomach. Students will understand how these parts work together in order for digestion to happen. They can explain the sensorial functions involved in the digestion system (e.g. the nose is used to smell food and the tongue is used to taste food). Students can engage in a discussion about the role of the digestive system in the human body, and they can compare how it differs in humans and animals.

F. Appropriate Language

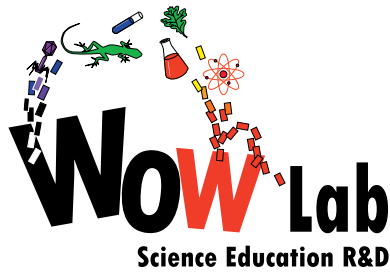
1. Terminology related to an understanding of the material world

Students should use the appropriate terminology throughout the activity (e.g. mouth, teeth, tongue, esophagus, stomach, salivary gland, pharynx, lower esophageal sphincter, upper esophageal sphincter).

Strategies

EXPLORATION STRATEGIES

- Distinguishing between the different types of information useful for solving the problem
- Recalling similar problems that have already been solved
- Becoming aware of his or her previous representations
- Formulating questions
- Putting forward hypotheses (e.g. individually, as a team, as a class)
- Exploring various ways of solving the problem
- Anticipating the results of his or her approach
- Taking into account the constraints involved in solving a problem or making an object (e.g. specifications, available resources, time allotted)
- Using different types of reasoning (e.g. induction, deduction, inference, comparison, classification)



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STRATEGIES FOR RECORDING, USING AND INTERPRETING INFORMATION

- Using a variety of observational techniques and tools
- Using different tools for recording information (e.g. diagrams, graphs, procedures, notebooks, logbook)

COMMUNICATION STRATEGIES

- Using different means of communication to propose explanations or solutions (e.g. oral presentation, written presentation, procedure)
- Exchanging information
- Comparing different possible explanations for or solutions to a problem in order to assess them (e.g. full-group discussion)