

# Quebec - Achievements and Competencies

## Learning Outcomes

| Cycle 1 (Gr. 1-2) | Cycle 2 (Gr. 3-4) |
|-------------------|-------------------|
| Plane figures     | Plane figures     |
|                   | Angles            |

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 1 (Gr. 1-2)**

#### GEOMETRY

##### C. Plane figures

1. Compares and constructs figures made with closed curved lines or closed straight lines
2. Identifies plane figures (square, rectangle, triangle, rhombus and circle)
3. Describes plane figures (square, rectangle, triangle, rhombus and circle)

Students compare the plane figures by describing the straight lines that form each shape. They should use the appropriate math vocabulary to describe and identify the figures (e.g. straight line, closed straight line, square, rectangle, triangle). The students will also practice their fine motor skills by folding and cutting the shapes.

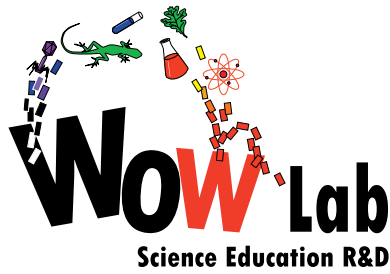
### **CYCLE 2 (Gr. 3-4)**

#### GEOMETRY

##### C. Plane figures

4. Describes convex and nonconvex polygons
5. Identifies and constructs parallel lines and perpendicular lines

Students can identify the shapes and/or letters as convex or nonconvex by classifying the angles and identifying the lines that create the attribute. Students can identify the parallel and perpendicular lines of the figures and/or letters. They should observe that parallel lines will never cross one another and that perpendicular lines cross at a 90 degree angle. Students should communicate their learning by using the appropriate symbols and vocabulary (e.g. convex polygon, nonconvex polygon, ...is parallel to..., ...is perpendicular to...) when describing the properties of the shapes and/or letters, both verbally and written.



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## MEASUREMENT

### D. Angles

#### 1. Compares angles

Students can identify the types of angles used in the shapes and/or letters. They should communicate their learning by using the appropriate vocabulary (e.g. right angle, acute angle, obtuse angle) when describing the angles in each shape and/or letter.